

Navy Personnel Research and Development Center

San Diego, California 92152-6800

TR-92-14

May 1992



AD-A251 318



2

Assessment of Equal Opportunity Climate: Results of the 1989 Navy-wide Survey

DTIC
ELECTE
JUN 05 1992
S A D

Paul Rosenfeld
Amy L. Culbertson
Stephanie Booth-Kewley
Paul Magnusson

92-14816



92 6 04 036

Approved for public release; distribution is unlimited.

May 1992

**Assessment of Equal Opportunity Climate:
Results of the 1989 Navy-wide Survey**

Paul Rosenfeld
Amy L. Culbertson
Stephanie Booth-Kewley
Paul Magnusson

Reviewed and approved by
Patricia J. Thomas
Director, Women and Multicultural Research Office



Released by
Thomas F. Finley
Captain, U.S. Navy
Commanding Officer
and
Richard C. Sorenson
Technical Director (Acting)

Accession For	
NTIS	CRA&I <input checked="" type="checkbox"/>
DTIC	TAB <input type="checkbox"/>
Unannounced <input type="checkbox"/>	
Justification	
By	
Distribution/	
Availability Codes	
Dist	Avail and/or Special
A-1	

Approved for public release;
distribution is unlimited.

Navy Personnel Research and Development Center
San Diego, California 92152-6800

REPORT DOCUMENTATION PAGE

Form Approved
OMB No. 0704-0188

Public reporting burden for this collection of information is estimated to average 1 hour per response, including the time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding this burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to Washington Headquarters Services, Directorate for Information Operations and Reports, 1215 Jefferson Davis Highway, Suite 1204, Arlington, VA 22202-4302, and to the Office of Management and Budget, Paperwork Reduction Project (0704-0188), Washington, DC 20503.

1. AGENCY USE ONLY (Leave blank)		2. REPORT DATE May 1992		3. REPORT TYPE AND DATE COVERED Final--1989-1990	
4. TITLE AND SUBTITLE Assessment of Equal Opportunity Climate: Results of the 1989 Navy-wide Survey				5. FUNDING NUMBERS Reimbursable N0002289WREE562 N0002290POEE562	
6. AUTHOR(S) Paul Rosenfeld, Amy L. Culbertson, Stephanie Booth-Kewley, Paul Magnusson					
7. PERFORMING ORGANIZATION NAME(S) AND ADDRESS(ES) Navy Personnel Research and Development Center San Diego, California 92152-6800				8. PERFORMING ORGANIZATION REPORT NUMBER NPRDC-TR-92-14	
9. SPONSORING/MONITORING AGENCY NAME(S) AND ADDRESS(ES) Bureau of Naval Personnel Equal Opportunity Division (PERS-61) Washington, DC 20370-5000				10. SPONSORING/MONITORING AGENCY REPORT NUMBER	
11. SUPPLEMENTARY NOTES					
12a. DISTRIBUTION/AVAILABILITY STATEMENT Approved for public release; distribution is unlimited.				12b. DISTRIBUTION CODE	
<p>13. ABSTRACT (Maximum 200 words)</p> <p>As a result of recommendations from Navy study groups, the 1989 Navy Equal Opportunity/Sexual Harassment Survey (NEOSH) was developed, administered, and analyzed by researchers at the Navy Personnel Research and Development Center. The goal of the NEOSH was to provide Navy policy makers with an accurate baseline measure of equal opportunity (EO) climate and sexual harassment among active duty Navy personnel. This report describes the EO climate portion of the NEOSH.</p> <p>The NEOSH was administered to a random sample ($N = 5,558$, response rate = 60%) of active duty Navy officers and enlisted personnel stratified on racial/ethnic group and gender.</p> <p>Among the major results of the 1989 administration of the NEOSH were:</p> <ol style="list-style-type: none"> 1. Navy personnel as a whole have positive EO climate perceptions. 2. White male officers consistently report the most positive perceptions of Navy EO climate. The differences in EO perceptions between male and female officers are typically larger than between male and female enlisted personnel. 3. Blacks, particularly black enlisted females, are the least positive about EO. 4. Perceptions of fairness in discipline are lowest among blacks. 5. Hispanics' EO perceptions consistently fall between whites and blacks and typically are closer to whites. 					
14. SUBJECT TERMS Equal opportunity, minorities, women, Hispanics, Blacks				15. NUMBER OF PAGES 75	
				16. PRICE CODE	
17. SECURITY CLASSIFICATION OF REPORT UNCLASSIFIED	18. SECURITY CLASSIFICATION OF THIS PAGE UNCLASSIFIED	19. SECURITY CLASSIFICATION OF ABSTRACT UNCLASSIFIED	20. LIMITATION OF ABSTRACT UNLIMITED		

FOREWORD

The present report is one of two related reports describing the development and initial administration of the Navy Equal Opportunity/Sexual Harassment Survey (NEOSH). This report focuses on aspects of the 1989 NEOSH related to equal opportunity climate. The other report (Culbertson, Rosenfeld, Booth-Kewley & Magnusson, 1992) deals with issues related to the assessment of sexual harassment in the Navy.

The NEOSH was sponsored by the Equal Opportunity Division (PERS-61) of the Bureau of Naval Personnel. This research was funded by reimbursable work request numbers N0002289WREE562 and N0002290POEE562. The authors gratefully appreciate the assistance of CDR Jill Usher whose tireless efforts made the NEOSH a reality. The dedicated assistance of Aileen Conroy, Anne Aunins, Carol Newell, and Dora Silva is also acknowledged.

THOMAS F. FINLEY
Captain, U.S. Navy
Commanding Officer

RICHARD C. SORENSON
Technical Director (Acting)

SUMMARY

Problem

The Navy's 1987 assessment of equal opportunity programs indicated that although much progress had been made toward providing minorities and women with equal representation, a number of problems remained. Specifically, (1) the Navy had not met its goals in the areas of minority officer recruiting and accessions, (2) promotion and advancement opportunities to senior officer and senior enlisted positions were lower for minorities, and (3) minorities were overrepresented in the less technical occupations and underrepresented in technical fields. This led to the formation of the 1988 Navy Equal Opportunity (EO) Study Group. Its report, released in December 1988, indicated that perceptual and organizational barriers to EO remained. Among its recommendations were the administering of an EO Climate Survey on a biennial basis.

Objectives

The objectives of this report are to describe the development of the Navy Equal Opportunity/Sexual Harassment Survey (NEOSH) and present the results of the first administration of the EO portion of the survey. This initial administration of the NEOSH had as its goal providing the Navy with a baseline assessment of EO climate against which future assessments could be compared.

Procedure

The EO climate portion of the NEOSH was composed of items adapted from previous EO and organizational climate surveys and original questions related to EO topics of concern to the Navy. After further modifications by Navy management, the survey was approved by the Chief of Naval Personnel. The 1989 NEOSH contained 13 demographic questions and 65 items on topic areas called EO modules. The second half of the survey contained items related to sexual harassment, which are discussed in a separate report (Culbertson, Rosenfeld, Booth-Kewley, & Magnusson, 1992).

A random sample of 10,070 active duty Navy enlisted personnel and officers stratified on gender and racial/ethnic group was drawn randomly from the 30 June 1989 active duty inventory by the Defense Manpower Data Center in Monterey, California.

Because of the potentially sensitive nature of the survey topics, the questionnaire was administered anonymously. As a further guarantee of privacy, it was mailed directly to each respondent, filled out, and mailed back in a preaddressed stamped envelope. Of the 9,309 surveys that reached addressees, 5,558 were returned and included in the analyses representing an adjusted usable response rate of 60 percent. The data were weighted to allow the results to more accurately estimate the entire Navy population.

All results were based on weighted distributions or means. For EO modules, the mean scores were calculated; while for individual items, percentages were determined after collapsing the five-point Likert scale into three categories of "agree," "neither agree nor disagree," and "disagree." For the modules, analysis of variance (ANOVA) was used to test for significant differences between key groups of interest (e.g., whites, Hispanics, blacks). Due to the large samples in the present

survey, many of the possible comparisons between groups were significant at the $p < .01$ level. However, these differences may have little practical significance for Navy policy makers. Thus, the convention was adopted that mean module differences of greater than .5 were considered noteworthy if also statistically significant. For individual items, a frequency difference of 10 percentage points or greater was considered of potential practical significance since it was unlikely, given a sampling error of ± 5 percent, that the differences were due solely to chance variation.

Findings

The survey items were grouped to form nine modules on the basis of similar item content, item response intercorrelations, and the results of a factor analysis. Internal consistency (coefficient alpha) reliabilities were computed for each module for the enlisted and officer samples separately. These reliabilities ranged from .52 to .88 for the enlisted sample, and from .62 to .87 for the officers.

The major results of the initial administration of the NEOSH were:

1. Navy personnel as a whole had positive perceptions of EO climate.
2. White male officers consistently reported the most positive perceptions of Navy EO climate.
3. Blacks, particularly black enlisted females, were the least positive about EO.
4. The differences in EO perceptions between male and female officers were typically larger than between male and female enlisted personnel.
5. Perceptions of fairness in discipline were clearly lowest among blacks.
6. Blacks and women were more likely to feel they have to work harder to get promoted/advanced.
7. Hispanics' EO perceptions consistently fell between whites and blacks and typically were closer to whites.
8. While males had more positive EO climate perceptions than females; the gender gap was larger for officers than enlisted.
9. As paygrade and rank increase, so did perceptions of EO climate. However, differences between enlisted paygrade levels were larger than between officer ranks.
10. While for whites, the increase in EO climate perceptions with increasing rank and paygrade was linear, for women and minorities, the means of petty officers and nonrated personnel were very similar. The largest increase for women and minorities did not generally occur until the chief petty officer level.
11. Most Navy personnel (regardless of racial/ethnic or gender status) indicated they would recommend the Navy to others.

Recommendations

1. Compare results of 1991 administration of the NEOSH with the 1989 administration to determine whether changes have occurred in the perceptions of EO climate among minorities and women. Use 1989 and future NEOSH results to evaluate effectiveness of interventions and affirmative actions monitored by the Navy Affirmative Action Plan (NAAP) to promote EO in the Navy.
2. Using the 1989 and 1991 NEOSH results, attempt to identify factors associated with the comparatively less positive perceptions expressed by black female personnel.
3. Publicize the results of the 1989 NEOSH and subsequent administrations among active duty Navy personnel as required by the NAAP.
4. Use the 1989 and future NEOSH results to establish Navy-wide norms for EO items used in the Command Assessment Team EO surveys that are a part of the Command-Managed Equal Opportunity (CMEO) program.
5. Integrate the survey findings into Command Training Team instructor training conducted at Chief of Naval Education and Training CMEO training sites. Also integrate the survey findings into training given by independent Equal Opportunity Program Specialists authorized to deliver CMEO training.
6. Establish an EO database from the 1989 NEOSH, which would be combined with future results to track changes in EO perceptions over time.

TABLE OF CONTENTS

	Page
INTRODUCTION	1
Background	1
Assessing Navy EO Climate: A Historical Perspective.....	1
Using the HRM Survey to Assess EO Climate.....	3
CMEO and the EO Study Group	4
Purpose.....	5
METHOD	5
Questionnaire Development	5
Questionnaire Pretest	5
Sampling Plan	5
Survey Procedure	6
Response Rates	6
Data Analysis	7
RESULTS.....	9
Construction of Modules	9
Analysis of Survey Modules.....	9
Officers vs. Enlisted	9
Racial/Ethnic Groups	10
Gender Comparisons.....	11
Gender by Racial/Ethnic Comparisons.....	13
Rank/Paygrade Comparisons	16
Racial/Ethnic by Rank/Paygrade Comparisons	17
Gender by Rank/Paygrade Comparisons	22
Summary of EO Module Analyses	25
Analyses of Key Individual Items	25
Assignments.....	25
Training.....	25
Leadership.....	28
Communications	28
Interpersonal Relations	31
Grievances	31
Discipline	33
Performance Evaluation.....	35
Promotions/Advancement.....	36
General Issues	37
Equal Opportunity Programs	40
Summary of Major Findings.....	41

DISCUSSION AND CONCLUSION	41
RECOMMENDATIONS	43
REFERENCES	45
APPENDIX A--NAVY EQUAL OPPORTUNITY SURVEY	A-0
APPENDIX B--DESCRIPTION OF NEOSH MODULES.....	B-0
DISTRIBUTION LIST	

LIST OF TABLES

1. NIOSH Survey Administration.....	7
2. NIOSH Survey Respondents.....	7
3. Module Reliabilities and Item Composition for NIOSH Survey Modules.....	9

LIST OF FIGURES

1. Module means for officers vs. enlisted	10
2. Module means for officer racial/ethnic groups	11
3. Module means for enlisted racial/ethnic groups	12
4. Module means for male officers vs. female officers.....	12
5. Module means for male enlisted vs. female enlisted	13
6. Module means for female officer racial/ethnic groups	14
7. Module means for male officer racial/ethnic groups	14
8. Module means for female enlisted racial/ethnic groups	15
9. Module means for male enlisted racial/ethnic groups.....	16
10. Module means for officer ranks	17
11. Module means for enlisted paygrades.....	18
12. Module means for white officer ranks	18
13. Module means for Hispanic officer ranks.....	19
14. Module means for black officer ranks	19
15. Module means for white enlisted paygrades.....	20
16. Module means for Hispanic enlisted paygrades.....	21
17. Module means for black enlisted paygrades	21
18. Module means for female officer ranks	22
19. Module means for male officer ranks	23
20. Module means for female enlisted paygrades.....	24

21. Module means for male enlisted paygrades	24
22. Officer responses to "Work assignments are made fairly at this command"	26
23. Enlisted responses to "Work assignments are made fairly at this command"	26
24. Responses to "Minority recruits are less likely to get technical ratings even though they are qualified for them"	27
25. Officer responses to "I have received the training I need to advance in the Navy"	27
26. Enlisted responses to "I have received the training I need to advance in the Navy"	28
27. Officer responses to "My commanding officer actively supports equal opportunity"	29
28. Enlisted responses to "My commanding officer actively supports equal opportunity"	29
29. Officer responses to "I feel we can discuss equal opportunity problems at my command"	30
30. Enlisted responses to "I feel we can discuss equal opportunity problems at my command"	30
31. Responses to "At this command, I often hear comments or jokes putting down minorities"	31
32. Responses to "At this command, I often hear comments or jokes putting down people of my sex"	32
33. Officer responses to "The chain of command is an effective way to resolve equal opportunity problems"	32
34. Enlisted responses to "The chain of command is an effective way to to resolve equal opportunity problems"	33
35. Officer responses to "Race/ethnic group makes no difference when punishment is given"	34
36. Enlisted responses to "Race/ethnic group makes no difference when punishment is given"	34
37. Officer responses to "I usually get the recognition I deserve"	35
38. Enlisted responses to "I usually get the recognition I deserve"	36

39.	Responses to "Minorities have to work harder to get promoted/ advanced than other people do"	36
40.	Responses to "Women have to work harder to get promoted/ advanced than men do"	37
41.	Responses to "I would recommend the Navy to others"	38
42.	Officer responses to "Equal opportunity has improved during my time in the Navy"	38
43.	Enlisted responses to "Equal opportunity has improved during my time in the Navy"	39
44.	Responses to "The Navy gives too much special treatment to minorities"	39
45.	Responses to "The Navy gives too much special treatment to women"	40

INTRODUCTION

Background

Assessing Navy EO Climate: A Historical Perspective

Equal Opportunity (EO) climate has been defined as "the expectation by individuals that opportunities, responsibilities, and rewards will be accorded on the basis of a person's abilities, efforts, and contributions; and not on race, color, sex, religion, or national origin. It is to be emphasized that this definition involves the individual's perceptions and may or may not be based on the actual witnessing of behavior" (Landis, Fisher, & Dansby, 1988, p. 488).

To understand the EO climate of the Navy, the dynamic, rapidly changing environment that minorities and women find themselves in must be taken into consideration. Before the 1970s, the issues that relate to EO were studied under the rubric of "race relations" and largely involved comparisons between black¹ and white males. Current-day EO surveys and studies, which typically involve women and Hispanics as well as blacks, are a much more recent development (Landis, 1990; Rosenfeld, Thomas, Edwards, Thomas, & Thomas, 1991).

Historically, minorities have served in all of America's wars. However, their roles were severely limited until after World War II. For example, as recently as 1933, blacks were admitted to the Navy only as mess stewards. Not until 1944 were the first black Navy officers--the Golden 13-- commissioned (Longo, 1988, July 25).

In 1948, President Truman issued Executive Order 9981, which required "equality of treatment and opportunity for all persons in the armed forces without regard to race, color, religion, or national origin." Yet, even in 1952, almost two out of three blacks in the Navy were mess stewards. As late as 1956, most Navy blacks were general service, or construction-related workers.

The Vietnam War and the end of the draft in 1973 were associated with increased minority representation in the Navy. However, during the Vietnam era, a number of racial incidents aboard Navy vessels received wide-spread publicity. In October 1972, violence between blacks and whites broke out on the carrier USS KITTY HAWK while it was being deployed to Vietnam. Also, in October 1972, whites and blacks aboard the oiler USS HASSAYAMPA had a violent confrontation after black sailors accused a white of having stolen money from a black sailor. In November 1972, 130 sailors--121 of whom were black--refused to reboard the USS CONSTELLATION in San Diego and charged the ship's officers with "calculated racism," particularly in the administration of discipline and in the assignment of jobs (Longo, 1988, July 25).

The Navy acted vigorously to address the increasing social and racial malaise of the Vietnam era. Rosenfeld et al.'s (1991) historical review notes, "The Navy's response to the increasing turbulence of the early 1970s was most evident in a series of policy statements called 'Z-Grams'

¹The terms "black" and "Hispanic" are used to provide consistency with past military EO research. No value judgement is implied by the use of these labels as opposed to more contemporary terms such as "Latino" and "African-American." For simplicity's sake, the terms "white" and "black" are used throughout to refer to nonHispanic whites and nonHispanic blacks. We recognize that Hispanics may be members of any racial/ethnic group.

issued by Admiral Elmo Zumwalt. Within a period of about 5 years, the Navy formalized and implemented innovative programs to respond to social needs" (p. 409). This heightened focus on EO issues resulted in a number of attempts to measure perceptions of EO among Navy personnel.

The earliest Navy EO climate assessment was reported by Arceneaux, Emerson, Konigsberg, Meinken, and Troup (1974) who designed the Navy Race Relations Survey as part of an evaluation of the effectiveness of the Navy Race Relations Education Program. Their results indicated that minorities perceived less EO in the Navy than whites. Of those sampled, 60 percent either agreed or strongly agreed that "Being white is important for getting ahead in the Navy," while only 9 percent disagreed. In a related effort, Konigsberg, Bedoian, and Arceneaux (1976) surveyed over 3,500 Navy personnel as part of an assessment of Navy EO Race Relations Training. Their results indicated that blacks were the least likely to agree that military justice was equally administered to all individuals at their command. Furthermore, blacks had less faith in the chain of command as an effective means of resolving EO problems. Among junior officers (O-1 through O-3), only 7.7 percent of black officers agreed with this item in contrast to 64 percent agreement among their white counterparts.

These efforts at assessing perceptions of EO in the Navy became incorporated into the larger Human Resource Management (HRM) program. The HRM program melded previous Navy initiatives in racial relations, intercultural relations, drug and alcohol abuse, and other social issues into a large-scale organizational development program (Thomas, 1990). It utilized as its centerpiece the HRM survey, the Navy's version of the Survey of Organizations (SOO) developed at the University of Michigan (Taylor & Bowers, 1972). The HRM survey consisted of 88 items organized into indices that measured four major dimensions: command organizational climate, supervisory leadership, work group relationships, and work group processes. It also contained a number of indices that related to issues of special concern, such as drug abuse and alcoholism prevention, as well as a six-item EO index. During the years 1975-1984, the HRM survey was administered at virtually every operational Navy unit as part of a survey-guided organizational development effort aimed at improving commands' readiness and effectiveness (Thomas, 1990).

In many ways, the HRM survey is the precursor of current efforts at assessing EO climate in the military. Its focus on various aspects of organizational climate and effectiveness established the concept that EO climate includes issues not solely linked to equality of treatment. Differing response distributions of racial/ethnic groups on measures of organizational climate may be an indication of an EO problem that ultimately could affect command functioning (Dansby & Landis, 1991; Thomas & Conway, 1983).

A number of studies have utilized the SOO and HRM surveys to investigate issues related to Navy EO climate. Three Navy-sponsored studies (reviewed by Landis, 1990) used the SOO as a means of assessing racial differences in organizational climate. Bowers (1975) reported that minorities (blacks in particular) perceived more discrimination than whites. However, both Parker (1974) and Pecorella (1975) failed to find this pattern of racial differences in organizational climate. The conclusion based on these latter two studies is that perceptions of racial discrimination depend on characteristics of the immediate work environment (e.g., peer relationships) rather than on overall organizational climate.

Using the HRM Survey to Assess EO Climate

As part of the Vietnam-era EO initiatives, the Chief of Naval Operations (CNO) formed a task force in November 1975 to review EO progress in the Navy and develop the first Navy Affirmative Action Plan (NAAP). The original NAAP incorporated Navy's previous EO goals and initiatives as well as a number of recommendations for improvements in areas including EO, race relations training, and women in the Navy. It also recommended that an assessment of progress be conducted (Thomas & Conway, 1983).

When the original NAAP's authority expired on 30 September 1981, it was replaced by the fiscal year (FY) 82 NAAP. This revised NAAP required that an annual EO climate assessment be conducted using the HRM survey, through FY86. It noted "within the Navy, perception of the EO climate is measured by HRM survey data" (Chief of Naval Operations, 1981, p. 123).

Thomas and Conway (1983) used HRM data to perform the Navy's initial EO Climate Assessment tasked by the NAAP. Their objectives were "to analyze the Navy's equal opportunity climate in the fleet and to establish baselines for future comparisons of the perception of minority and majority groups" (p. 2). They used a sample of 35,650 HRM surveys completed during 1980-1981. Included in the sample were active duty male and female enlisted personnel (E-1 through E-9) and officers (O-1 through O-3). The sample also included sufficient numbers of whites, blacks, Hispanics, and Filipinos to allow ethnic, racial, and gender comparisons.

The results indicated that nonrated blacks (E-1 through E-3) had the least positive perceptions both on indices of organizational climate as well as on items specifically related to equal opportunity. However, blacks' perceptions became more positive at the E-4 and E-5 paygrades. Hispanic and white perceptions were generally similar with some Hispanic perceptions at the E-4 and E-5 levels lower than whites on some indices. Filipinos had the highest perceptions of organizational climate of any group. On the officer side, black junior officers had less positive perceptions than their white, Hispanic, and Filipino counterparts.

In an unpublished letter report, Thomas (1983) replicated most of these findings on a sample of 33,742 active-duty personnel who had completed the HRM survey between July 1981 and June 1982. She found that EO climate was about the same as in the previous year. Blacks at the E-1 through E-5 level had lower perceptions than whites, particularly on work-related indices. The perceptions of E-6 and below blacks of equity in advancement, job assignment and the command's willingness to take action on grievances were lower than whites; yet, on indices of motivation and satisfaction, blacks were comparable to whites. Very few differences between whites and Hispanic personnel were obtained. Filipinos were more positive about the Navy's organizational climate than whites. More than 90 percent of the comparisons between blacks and Hispanics found no differences.

Although Thomas and Conway (1983) indicate that their study was the first of a series of Navy-wide EO assessments, Thomas' (1983) letter report apparently was the second and last Navy-wide EO climate assessment until the present effort. By the mid 1980s the HRM program was in decline as a result of budget cuts and perceptions among commanding officers (COs) that the HRM program represented excessive outside control of their command (CNO Study Group, 1988;

Thomas, 1990). It was replaced in 1985 by the Command-Managed Equal Opportunity Program (CMEO).

CMEO and the EO Study Group

CMEO in effect transferred control of EO to the local command level. CMEO was designed to be a self-sustaining program that makes the local CO responsible for the Command's EO program. Commands are required to offer Navy Rights and Responsibilities (NR&R) training, which includes information on EO, sexual harassment, and grievances. Each Navy command is also required to conduct its own command EO climate assessment on a regular basis (CNO Study Group, 1988).

The extent to which CMEO is successful and the Navy is meeting its EO goals are determined by the Navy's annual assessment of military EO programs. Since the late 1970s, the Department of Defense (DoD) has directed that annual assessment of progress in achieving EO Affirmative Action Plan goals be conducted. The FY87 annual assessment indicated that although much progress had been made toward providing minorities and women with equal representation, a number of problems remained. Specifically, (1) the Navy had not met its goals in the areas of minority officer recruiting and accessions (2) promotion and advancement opportunities to senior officer and senior enlisted positions were lower for minorities, and (3) minorities were overrepresented in the less technical occupations and underrepresented in technical fields (CNO Study Group, 1988). As a result, the then Chief of Naval Personnel, Vice Admiral (VADM) Leon A. Edney, in an 8 July 1988 address to the National Naval Officers Association Convention in Atlanta, GA, indicated that an EO Study Group would be formed. Rear Admiral Ralph W. West, Jr., who had been chair of the Women's Progress in the Navy Study Group in 1987, was named as its head.

The study group's review of Navy's EO policies and practices included the administration of 3,300 questionnaires and the interviewing of over 2,400 personnel at 52 commands. Its report, released in December 1988, indicated that perceptual and organizational barriers to EO remained (CNO Study Group, 1988). For example, 73 percent of those surveyed indicated they had heard a racial joke or slur at their commands and 43 percent said that they believed that racially oriented incidents occurred at their command. Furthermore, there was very little confidence in the Navy's grievance system. Eighty percent of those surveyed lacked confidence in the grievance procedures and 90 percent said they feared reprisal if they filed a grievance. The study group also noted major differences between how COs saw their command's EO climate and how subordinates perceived it (i.e., COs were generally positive, subordinates more negative).

In documenting the lack of EO progress, the study group made numerous recommendations. The then CNO, Admiral Carlisle A. H. Trost, subsequently approved over 75 changes in EO programs and policies (Longo, 1988, December 26). These recommendations included rewriting of the NAAP (which was found to be out of date and too detailed), revising CMEO, and administering an EO climate survey on a biennial basis.

Purpose

The purpose of this report is to describe the development of the Navy Equal Opportunity/Sexual Harassment Survey (NEOSH) and present the results of the first administration of the EO portion of the survey. A goal of this initial administration of the NEOSH was to provide the Navy with a baseline assessment of EO climate against which future assessments could be compared.

METHOD

Questionnaire Development

The EO climate portion of the NEOSH was composed of items adapted from previous EO and organizational climate surveys (e.g., HRM survey) and original questions related to EO topics of concern to the Navy. Relevant Navy EO documents (e.g., Navy EO Annual Assessment, Navy Affirmative Action Plan) were reviewed and key EO topic areas (e.g., assignments, training, discipline, etc.) selected. The items were modified based on feedback from sponsors and Navy officials and policy makers in the Bureau of Naval Personnel. Items related to specific topic areas were grouped together in modules. In addition to making the questionnaire easy to understand and respond to, the modular approach facilitates preparation of future versions of the questionnaire by allowing the substitution or addition of new sections. Thus, the NEOSH was designed to be flexible enough to cover a wide range of present and future EO issues.

Questionnaire Pretest

The draft NEOSH survey was pretested for readability and appropriateness by administering it to 37 Navy men and women representing a broad range of officer and enlisted paygrades and racial/ethnic backgrounds. After completing the questionnaire, respondents were given a fresh copy and asked to note any problems or to suggest changes on it. Finally, a member of the research team paged through the questionnaire and asked for comments and suggestions section by section.

The pretest contributed much to the development of the questionnaire. Most people were able to complete the NEOSH in 20 minutes or less, indicating that it was not unreasonably long. Examination of the completed questionnaires gave no indication that respondents had misunderstood the instructions or questions. Most important, many of the participants made valuable suggestions that led to 18 improvements in wording, deletion of 3 items, and addition of 16 new items. After further modifications by Navy management, the survey (Appendix A) was approved by the Chief of Naval Personnel. The 1989 NEOSH contained 13 demographic questions and 65 items on EO topics. Most of the EO items asked respondents to agree or disagree with a statement using a five-point Likert scale. The second half of the survey contained items related to sexual harassment, which are discussed in a separate report (Culbertson, Rosenfeld, Kewley, & Magnusson, 1992).

Sampling Plan

Because of the survey's focus on EO and sexual harassment issues, members of minority groups and females needed to be adequately represented among the respondents. Accordingly, a

random sample that was stratified by the major racial/ethnic groups, gender, and officer/enlisted status was selected resulting in 12 groups: 3 (black, Hispanic, white/other) X 2 (male, female) X 2 (officer, enlisted). The white/other group was composed primarily of Caucasians as well as individuals of racial/ethnic groups other than black or Hispanic. Given the relatively few numbers of "others" in the sample, whites and "others" were combined to reduce the overall number of groups in the design.²

The sampling plan was designed to permit generalizing from the survey results to corresponding groups in the Navy population. Specifically, a sample size for each of the 12 groups was computed to ensure with 95 percent confidence, that the sampling error would be no greater than 5 percent. Sampling error is a statistical estimate of the extent to which survey results from a particular sample may differ from those that would have been obtained had the survey been administered to the entire population. The size of the sampling error is strongly affected by size of the sample. The sampling plan was designed so that one could be 95 percent confident that population perceptions would be within plus-or-minus 5 percentage points of the survey respondents' perceptions.

Each group was distributed proportionally across paygrades (E-2 through E-9 for enlisted and W-2 through O-6 for officers) to reflect the actual distribution of that group in the Navy population. Finally, to compensate for anticipated undeliverable mail and nonresponse, the sample sizes for officer groups were doubled and those for enlisted groups were tripled, resulting in a total overall sample size of 10,070. The sample was drawn randomly from the 30 June 1989 active duty inventory by the Defense Manpower Data Center in Monterey, California.

Survey Procedure

Because of the potentially sensitive nature of the topics, the survey was administered anonymously. As a further guarantee of privacy, it was mailed directly to each respondent, filled out, and mailed back in a preaddressed stamped envelope.

The 10,070 survey packets containing postage-paid return envelopes were mailed out during the last 3 weeks of September 1989. Each survey had a cover letter signed by VADM J. M. Boorda, Chief of Naval Personnel. Reminder postcards were sent to everyone about 2 weeks after the mailing.

Response Rates

Table 1 summarizes the response rate for the 1989 administration of the NEOSH. Not all of the questionnaires reached their targets because people had moved and their mail could not be forwarded. By the cutoff date in mid December 1989, 761 survey packets had been returned as

²The vast majority of individuals in the white/other group (92%) were white. In order to eliminate ambiguity in interpretation of the results, the "others" were removed before making racial/ethnic comparisons and only the Caucasian component of the white/other group was used. For nonracial/ethnic comparisons (e.g., gender, paygrade) the "other" fraction was not removed. The elimination of the "other" respondents from the racial/ethnic comparisons had a negligible (less than 1%) impact on the results.

undeliverable. Thus, 9,309 is the maximum number of questionnaires that reached potential respondents. Completed questionnaires were received from 5,619 personnel. Sixty-one of these surveys were discarded because they lacked essential information such as racial/ethnic status or sex. The 5,558 surveys included in the analyses represent an adjusted usable response rate of 60 percent (5,558/9,309). The number of survey respondents for each of the 12 groups is contained in Table 2.

Table 1
NEOSH Survey Administration

Surveys Mailed (Sep 89)	10,070
Surveys Delivered	9,309
Surveys Returned (by 13 Dec 89)	5,619
Surveys Analyzed	5,558
Response Rate	60%

Table 2
NEOSH Survey Respondents

	Black	Hispanic	White/Other
Officers (W-2 through O-6)			
Male	403	320	538
Female	250	99 ^a	500
Enlisted (E-2 through E-9)			
Male	498	525	682
Female	534	436	773

Note. Total officers: 2,110
Total enlisted: 3,448.
Total analyzed surveys: 5,558.

^aThe relatively small number of Hispanic female officers in the sample is due to the fact that as of FY90 there were less than 200 Hispanic female officers in the entire active-duty Navy (Rosenfeld & Culbertson, 1992).

Data Analysis

Because sampling had been designed so that survey results could be generalized to each of the 12 groups in the total Navy population, minority groups (females as well as blacks and Hispanics) were oversampled relative to their proportions of the total population. Therefore, they were

overrepresented in the survey sample relative to their representation in the Navy. Response rates that varied from 22 percent at the junior paygrades to 100 percent at the senior paygrades also produced a sample whose paygrade distribution differed considerably from the Navy population. Therefore, the raw responses of the individual groups legitimately could not be combined to represent the responses of the total Navy, the total enlisted force, all females, or all members of racial/ethnic groups. Survey researchers typically adjust for these discrepancies by assigning appropriate weights to the responses of each subgroup (cf. Henry, 1990). To determine the weights, proportions reflecting each group's representation in the population are computed, as are proportions reflecting each group's representation in the obtained sample. Each population proportion is then divided by its corresponding sample proportion to obtain the weight for that particular group. Since the sample contained 17 paygrades/ranks (8 enlisted paygrades and 9 officer ranks), three racial/ethnic groups, and two genders, 102 subgroups were created ($17 \times 3 \times 2$) and a weight was computed for each one. When subgroups were combined to form aggregated groups, such as all black enlisted or all female officers, these weights were applied to each case within the subgroups prior to aggregation. Application of the weights caused subgroups that had been undersampled relative to the Navy population to receive weights greater than one, and subgroups that had been oversampled to receive fractional weights.

All results in this report are based on weighted distributions or means. To ease the presentation, the data are summarized at the module level, followed by key individual items within the various survey modules. For modules, the mean score (sum of responses to all items in a module/number of items within a module) is typically presented; for individual items percentages are given after collapsing the five-point Likert scale into three categories of "agree," "neither agree nor disagree," and "disagree."³ For the modules, analysis of variance (ANOVA) was used to test for significant differences between key groups of interest (e.g., whites, Hispanics, blacks). Because of the large number of contrasts, the level for obtaining significance was set at $p < .01$ to avoid unduly capitalizing on chance. Nonetheless, most of the contrasts were statistically significant even when the mean differences were as small as one- or two-tenths of a scale point. Thus, consideration was given to whether the results that were statistically significant were also "practically significant" to Navy policy makers. Statistical significance indicates that the differences obtained between groups are not likely due to chance variation, but the tests are sensitive to sample size. Due to the large samples in the present survey, many of the possible comparisons between groups were significant at the $p < .01$ level. However, these differences may have little practical significance for Navy policy makers. Thus, the convention was adopted that mean module differences of greater than .5 were considered noteworthy if also statistically significant. For individual items, a frequency difference of 10 percentage points or greater was considered of potential practical significance since it was unlikely, given a sampling error of ± 5 percent, that the differences were due solely to chance. To limit the scope of presentation of the individual items, only some are displayed. The items that were chosen are of particular interest to Navy policy makers or clearly demonstrate the trend found throughout the module.

³When the text indicates that a certain percentage of respondents "agreed" with an item, in actuality they either "agreed" or "strongly agreed." Similarly, the responses "disagree" and "strongly disagree" were combined to form a "disagree" category.

RESULTS

Construction of Modules

The survey items were grouped to form nine modules on the basis of similar item content and item response intercorrelations. Factor analysis was also used to guide the groupings of items into modules. Internal consistency (coefficient alpha) reliabilities were computed for each module for the enlisted and officer samples separately. These reliabilities ranged from .52 to .88 for the enlisted sample, and from .62 to .87 for the officers. These values were considered acceptable for the present purposes, especially given that this was the initial version of the NEOSH. The internal consistency reliability coefficients for each module are contained in Table 3 and a brief description of their content and items is in Appendix B.

Table 3
Module Reliabilities and Item Composition for NEOSH Survey Modules

Module	Reliability Enlisted/Officer	Items ^a
Assignments	.52/.62	A1-A5
Training	.76/.82	T3, T4
Leadership	.76/.74	L1-L3
Communications	.82/.80	C1, C3-C7, L4
Interpersonal Relations	.88/.87	IR1-IR8
Grievances	.80/.80	GI1-GI4
Discipline	.67/.76	D1, D2, D5
Performance Evaluation	.76/.74	PE1, PE3, PE4
Navy Satisfaction	.76/.74	GI2, GI3

^aItem numbers refer to items within designated topic areas on the NEOSH survey (see Appendix A). Thus, "A1" refers to "Minority recruits are less likely to get technical ratings even though they are qualified for them," which is the first item under "Assignments."

Analysis of Survey Modules

Results of the analysis of the survey modules are shown in Figures 1-21. Negatively worded items were reverse-scored so that for all modules, a *high* score indicates a more *positive* response and a *low* score indicates a more *negative* response. The figures present a snapshot view of the pattern of responses for the various subgroups in the sample.⁴

Officers vs. Enlisted

Figure 1 presents the nine module scores for officers and enlisted. On every module, officers were significantly more positive than enlisted personnel (all *ps* < .0001). The differences between

⁴Figures 1 through 21 are best used to make relative comparisons between subgroups (e.g., blacks, Hispanics, whites). Caution is advised in making comparisons between modules for the same subgroup since the individual modules may not have a common "norm."

officer and enlisted means were largest for Navy Satisfaction ($M = 4.07$ for officers, 3.37 for enlisted), Interpersonal Relations ($M_s = 4.25, 3.59$, respectively), and Assignments ($M_s = 4.11, 3.49$, respectively).

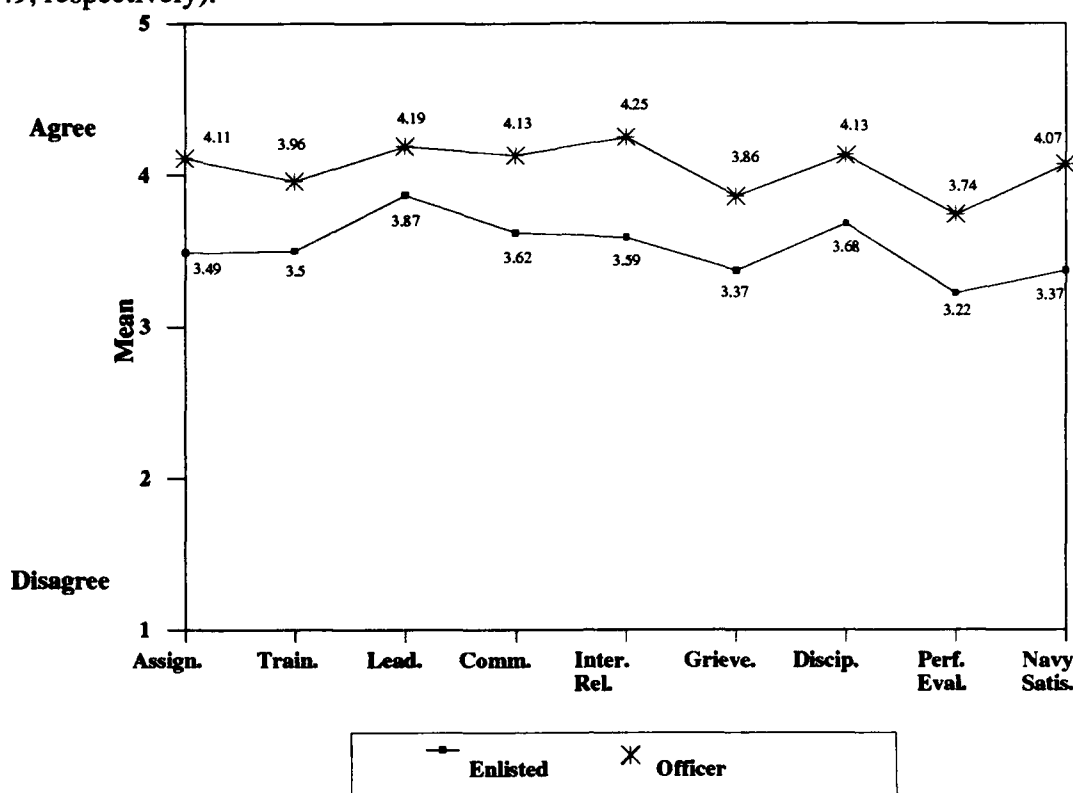


Figure 1. Module means for officers vs. enlisted.

Racial/Ethnic Groups

Officers: Figure 2 presents a comparison of the module means for black, Hispanic, and white officers. As shown, black officers gave the least positive responses on all nine modules, while white officers gave the most positive responses. The one-way ANOVAs comparing all three groups obtained highly significant differences for all nine modules ($p_s < .0001$). Follow-up comparisons using the Scheffe procedure found that all three racial/ethnic groups significantly differed from each other at the $p < .01$ level on all nine modules with the following exceptions: Whites and Hispanics did not differ on the Training and Performance Evaluation modules with both being significantly more positive than blacks; and Hispanics and blacks did not significantly differ in their perceptions of Navy Satisfaction with both being significantly less positive than their white officer counterparts. In terms of practical significance, differences between means greater than .5 were obtained for white and black officers on the Assignments, Interpersonal Relations, Grievances and Discipline modules. Only on the discipline module did black and Hispanic officer perceptions differ by more than .5 ($M_s = 3.08, 3.81$, respectively). The discrepancy between Hispanic and white officers was less than .5 on all the modules.

Enlisted: The module means for black, Hispanic, and white enlisted respondents are presented in Figure 3. While the ordering of the modules means was similar to that of officers, the differences among the three groups were smaller, especially between Hispanics and whites. The ANOVAs for all nine modules were once again highly significant (all $p_s < .0001$). However, follow-up

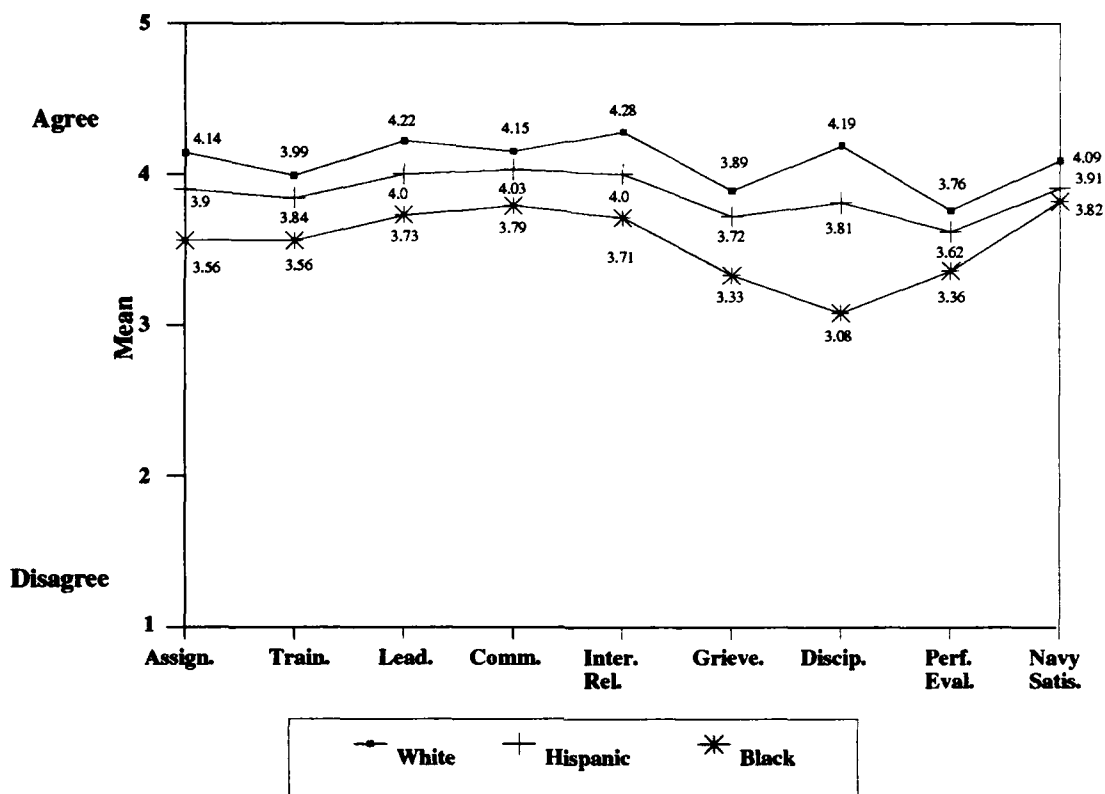


Figure 2. Module means for officer racial/ethnic groups.

comparisons between individual groups using Scheffe's procedure found that while whites were significantly more positive than blacks for all nine modules ($ps < .01$), whites and Hispanics did not differ on the Training, Communication, Grievances, Performance Evaluations and Navy Satisfaction modules ($ps > .01$). For the other four modules, white enlisted means were significantly higher ($ps < .01$) than Hispanic. Hispanic scores were significantly higher than those of their black enlisted counterparts on all modules except for Navy Satisfaction.

In terms of practical significance, Interpersonal Relations and Discipline were the only modules with differences of .5 or greater. Black enlisted ($M = 3.20$) were less positive about interpersonal relations items than were white enlisted ($M = 3.70$). Once again, discipline items presented the clearest differences between whites ($M = 3.86$), Hispanics ($M = 3.53$), and blacks ($M = 2.92$).

Gender Comparisons

Officers: Figure 4 shows the module means for male and female officers. While male officers responded more positively than female officers on all nine modules (all $ps < .0001$), the clearest differences were found for Training ($Ms = 4.02, 3.46$ for males and females, respectively) and Grievances ($Ms = 3.92$ and 3.40). On these modules, male officers had clearly positive perceptions while their female counterparts tended to be somewhat less positive.

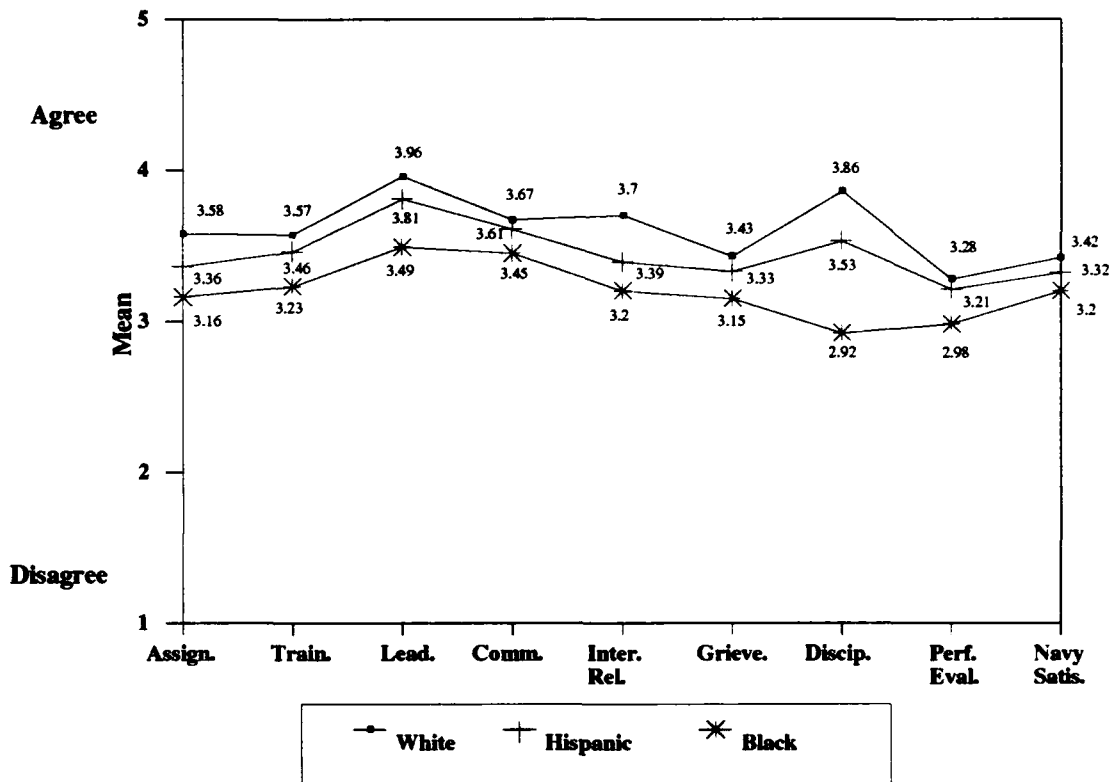


Figure 3. Module means for enlisted racial/ethnic groups.

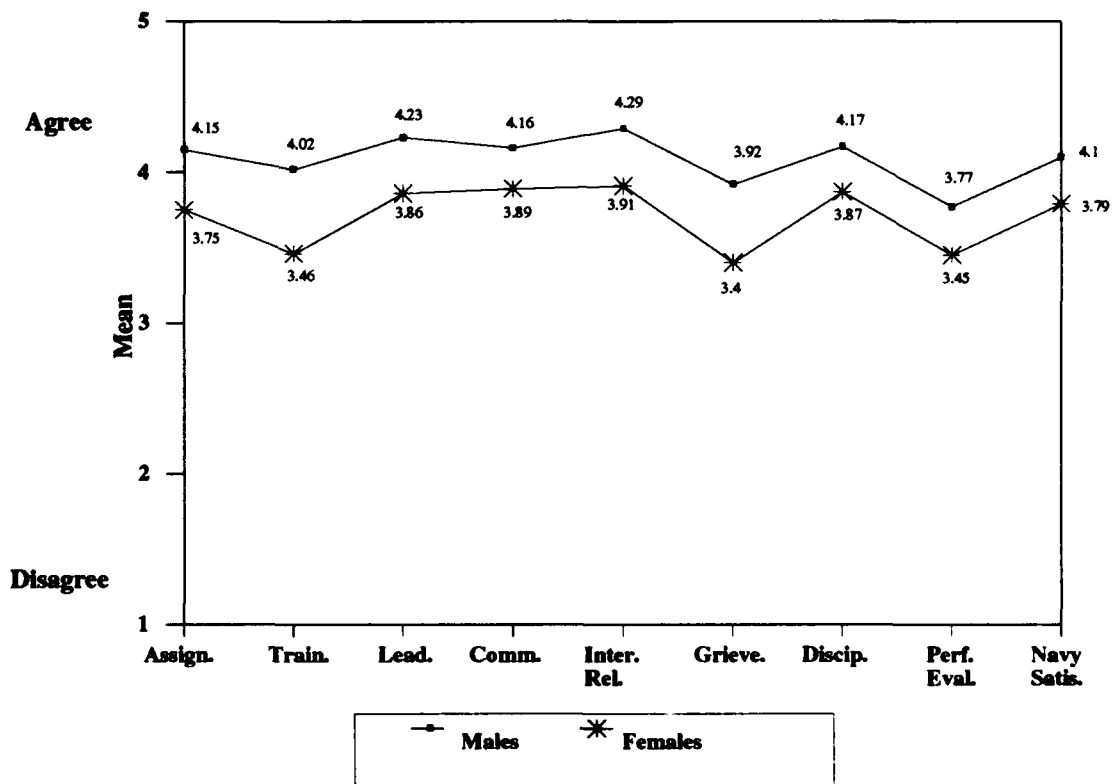


Figure 4. Module means for male officers vs. female officers.

Enlisted: The module means for male and female enlisted personnel are shown in Figure 5. While male enlisted generally responded more positively than the female enlisted group, the differences were small (all less than .5) compared to the differences between male and female officers. For seven of the modules, males were significantly more positive than females, (all $ps < .01$). On the Discipline, $F(1, 3306) = 1.58, p = .21$, and Navy Satisfaction modules, $F(1, 3291) = .24, p = .62$, the differences between the means were neither statistically nor practically significant. It may be that female officers are less accepting of gender-specific policies than their enlisted counterparts, especially those that impact on their careers. Enlisted females may be relatively content with the protection afforded by these policies.

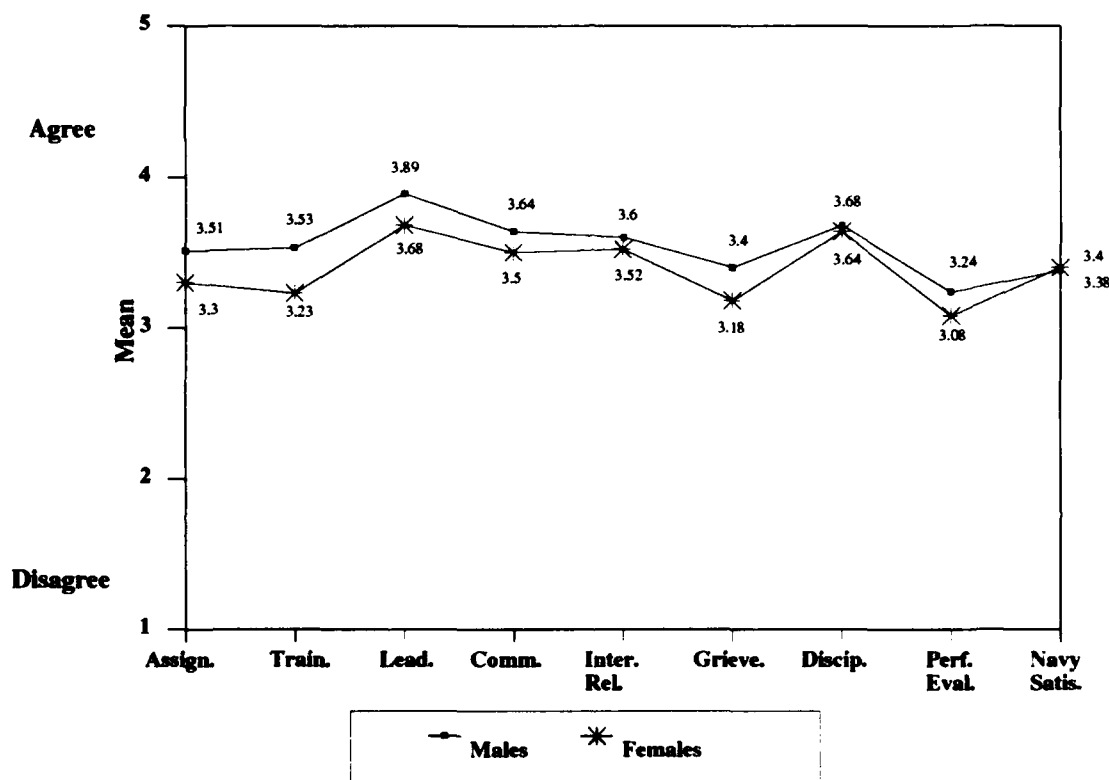


Figure 5. Module means for male enlisted vs. female enlisted.

Gender by Racial/Ethnic Comparisons

Officers: The module means for racial/ethnic subgroups are presented in Figure 6 for female officers and Figure 7 for male officers. For female officers, one-way ANOVAs yielded significant statistical differences (all $ps < .01$) between the groups for all modules except Navy Satisfaction. Follow-up tests using Scheffe's procedure indicated that while whites were significantly more positive ($ps < .01$) than blacks for every module except Navy Satisfaction, Hispanics and whites differed significantly only on the Discipline module (whites had more positive perceptions). Hispanic female officers had higher mean scores than their black counterparts for all nine modules. However, these differences were not statistically significant ($ps > .01$) on Communication, Interpersonal Relations, Performance Evaluation, and Navy Satisfaction. In practical terms, white

and Hispanic female officers tended to be more positive than blacks only on the Discipline module ($M_s = 3.96, 3.67, 2.93$ for white, Hispanic, black female officers, respectively).

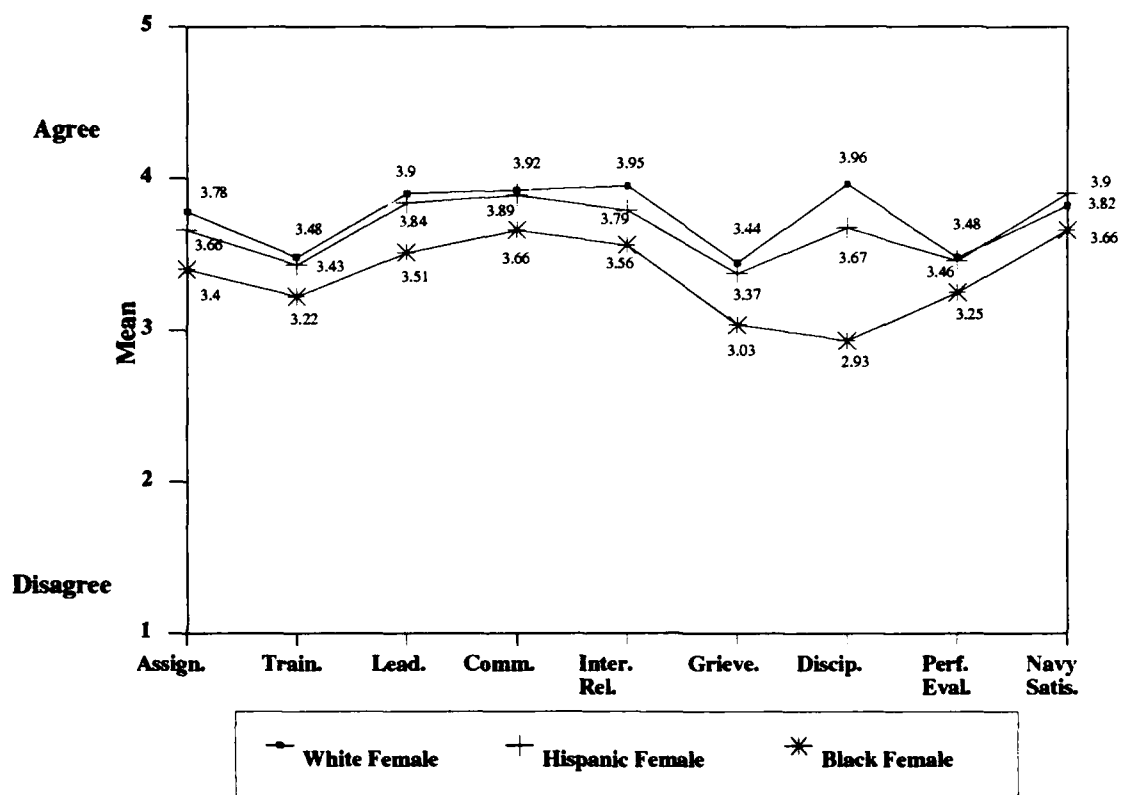


Figure 6. Module means for female officer racial/ethnic groups.

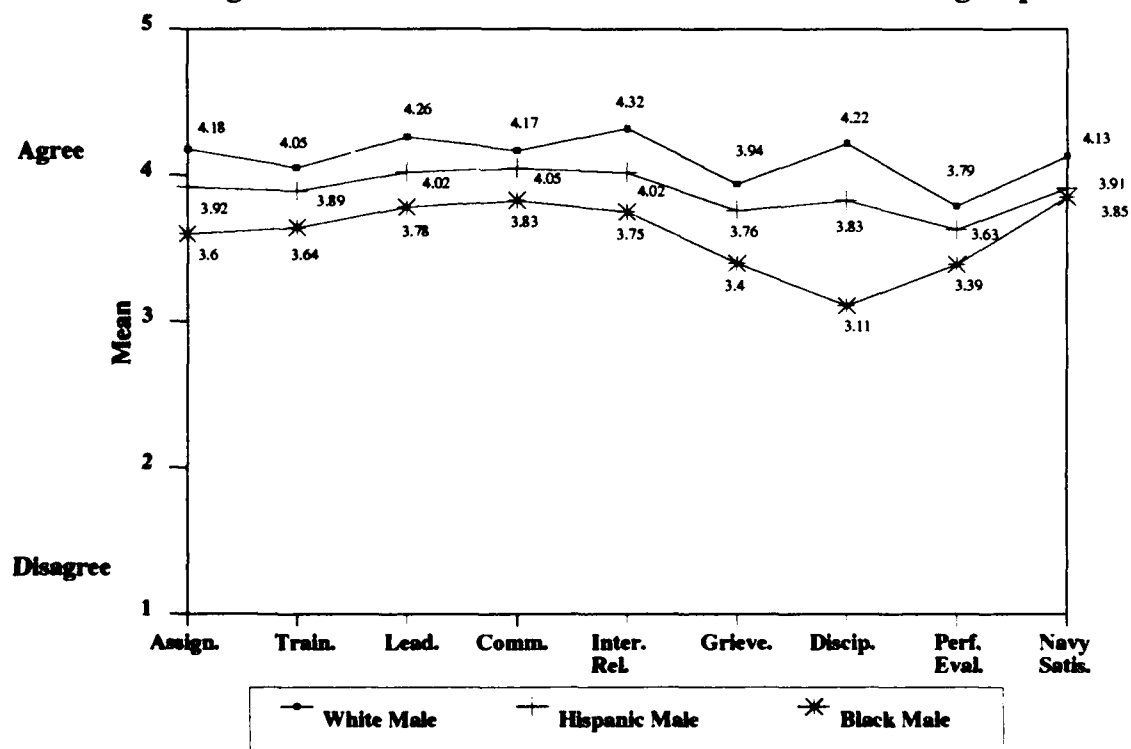


Figure 7. Module means for male officer racial/ethnic groups.

As Figure 7 indicates, the racial/ethnic differences among male officers were somewhat greater than among female officers. Statistical comparisons among the three groups were all highly significant (all $ps < .0001$). Follow-up analyses indicated that while whites were more positive than blacks on all modules and Hispanics were more positive than blacks on all modules except Navy Satisfaction, Hispanic and white EO perceptions were closer than the other groups. Although the means for white male officers were higher than their Hispanic counterparts on all modules, the differences were significant ($ps < .01$) for only five (Assignments, Leadership, Interpersonal Relations, Discipline, Navy Satisfaction).

White male officers had mean scores more than .5 greater than blacks for Assignments, Interpersonal Relations, Grievances, and Discipline. Only on the Discipline module did both white ($M = 4.22$) and Hispanic ($M = 3.83$) officers have positive perceptions at least .5 greater than their black counterparts ($M = 3.11$).

Enlisted: The module means for the six enlisted gender by racial/ethnic subgroups were also compared (see Figures 8 and 9). For female enlisted (Figure 8), the largest differences were between whites and blacks. White enlisted females were significantly more positive ($ps < .01$) on eight of the nine modules. Grievances failed to yield significant differences ($p > .03$). White female enlisted were significantly more positive ($ps < .01$) than their Hispanic counterparts on only three modules (Assignments, Interpersonal Relations, Discipline) and did not differ on the rest. Hispanic female enlisted were significantly more positive ($p < .01$) than their black counterparts on the Assignments, Leadership, Interpersonal Relations, and Discipline modules.

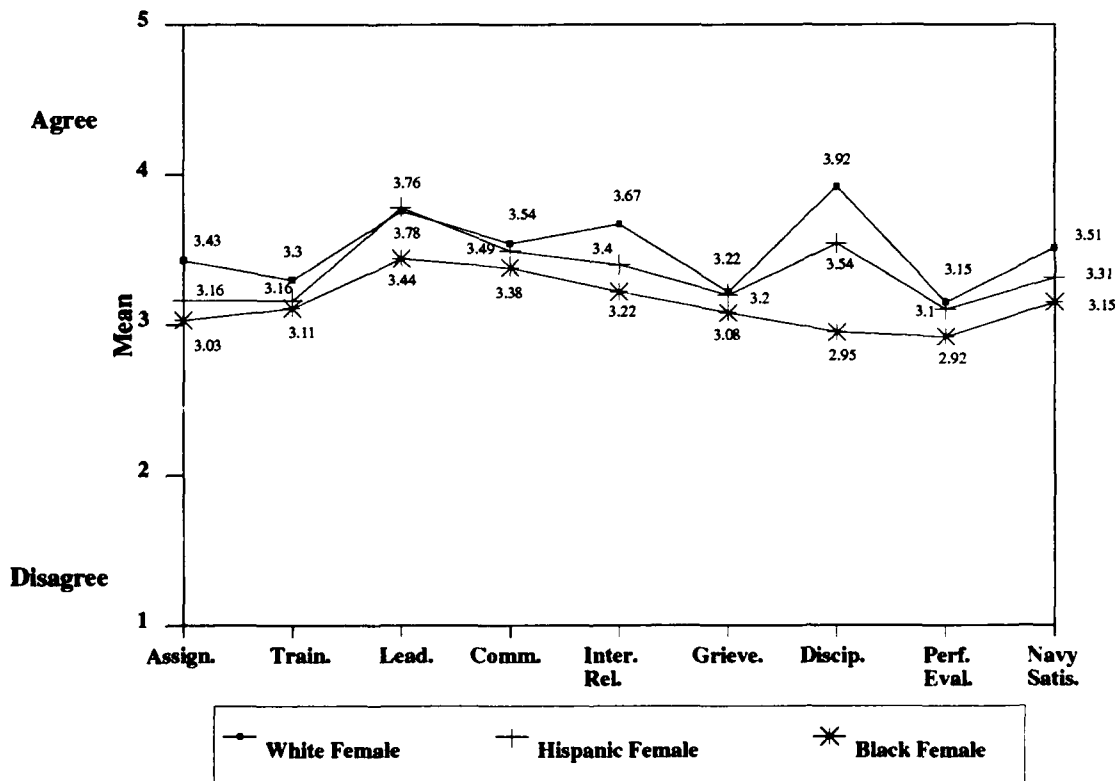


Figure 8. Module means for female enlisted racial/ethnic groups.

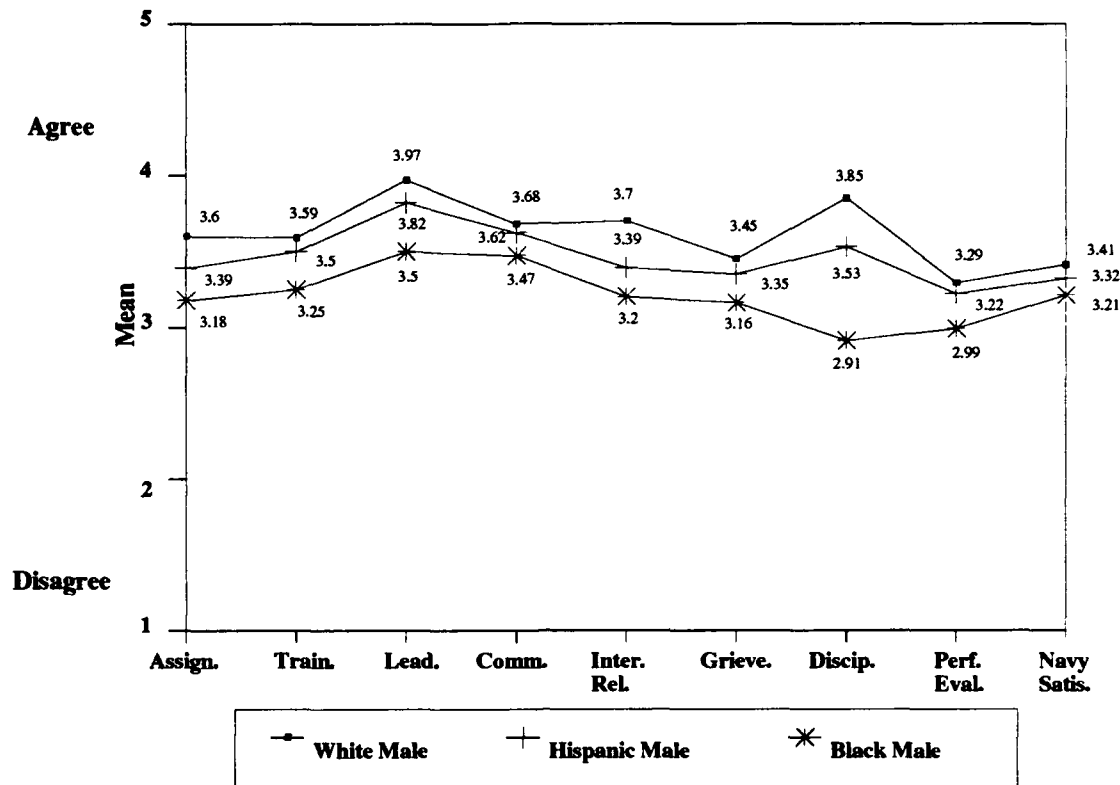


Figure 9. Module means for male enlisted racial/ethnic groups.

As Figure 9 shows, this general pattern held true for male enlisted as well. There were more statistical differences between the Hispanic and black male enlisted, however, than for the same female enlisted racial/ethnic groups. Both white and Hispanic male enlisted were significantly more positive ($ps < .01$) than black male enlisted on all modules except Navy Satisfaction. White enlisted males were more positive than their Hispanic counterparts on the Assignments, Leadership, Interpersonal Relations, and Discipline modules ($ps < .01$), and did not differ on the other five modules.

In terms of practical significance, the Discipline module is noteworthy. As was true for officers, enlisted blacks (both males and females) were less positive than their Hispanic and white counterparts. Except for the Discipline module, the differences between Hispanics and blacks were all less than .5. Similarly, all differences between Hispanics and whites were less than .5.

Rank/Paygrade Comparisons

Officers: Figure 10 shows the module means for officers grouped by rank as O-1 and O-2, O-3 and O-4, and O-5 and O-6. As one might expect, there is a linear relationship between perceptions and rank. However, the differences are small as officer responses, regardless of rank, were generally quite positive on the NEOSH. Statistical tests indicate that senior Navy officers (O-5 and O-6) were significantly more positive ($ps < .01$) than midlevel (O-3 and O-4) or junior officers (O-1 and O-2) on all nine modules. The responses of these latter two groups were quite similar, differing only for the Interpersonal Relations module on which midlevel officers were significantly

more positive ($p < .01$). The differences between senior and midcareer/junior officers were most noticeable on the Navy Satisfaction module (4.51, 4.00, 3.93, respectively).

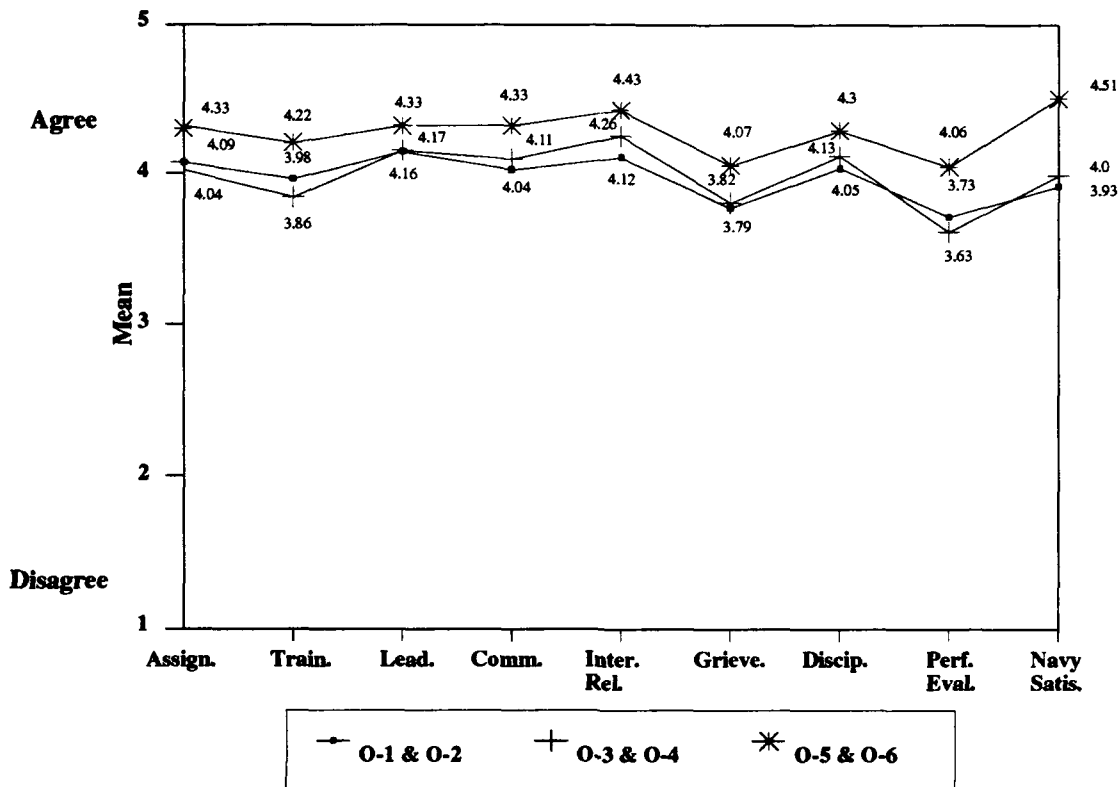


Figure 10. Module means for officer ranks.

Enlisted: The module means for enlisted paygrade categories E-2 and E-3, E-4 through E-6, and E-7 through E-9 are shown in Figure 11. For every one of the modules, perceptions became more positive as paygrade increased. Petty officers (E-4 through E-6) were significantly more positive than nonrated (E-2 and E-3), and chief petty officers were significantly more positive than both nonrated enlisted and petty officers (all $ps < .01$). These statistical differences also have practical significance, as differences greater than .5 were found between nonrated (E-2 and E-3) and chief petty officers (E-7 through E-9) on every module except Leadership. Thus, paygrade appears to have a greater impact on EO climate perceptions of enlisted than rank does for officers. This may be due to a "ceiling effect" in which the officer ratings are so positive, even at the lower ranks, that they cannot increase much at the higher ranks.

Racial/Ethnic by Rank/Paygrade Comparisons

Officers: The module means for the three officer rank categories in each racial/ethnic group are presented in Figures 12, 13, and 14. Because of the few senior (i.e., O-5 and O-6) Hispanic ($N = 28$) and senior black ($N = 50$) officers, statistical comparisons between officer ranks for racial/ethnic groups are not reported. In practical terms, although the trend of more positive perceptions with higher rank occurred, only Navy Satisfaction yielded a difference greater than .5. The most notable difference was between black senior and midlevel/junior officers. There were differences

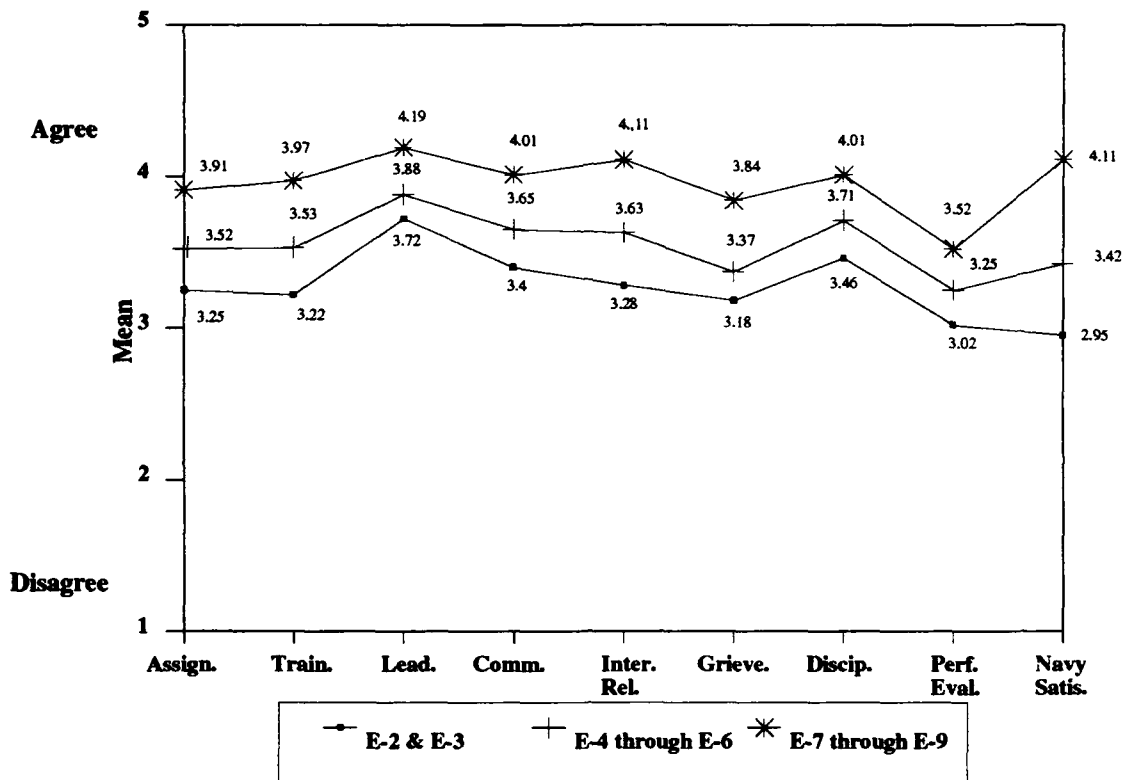


Figure 11. Module means for enlisted paygrades.

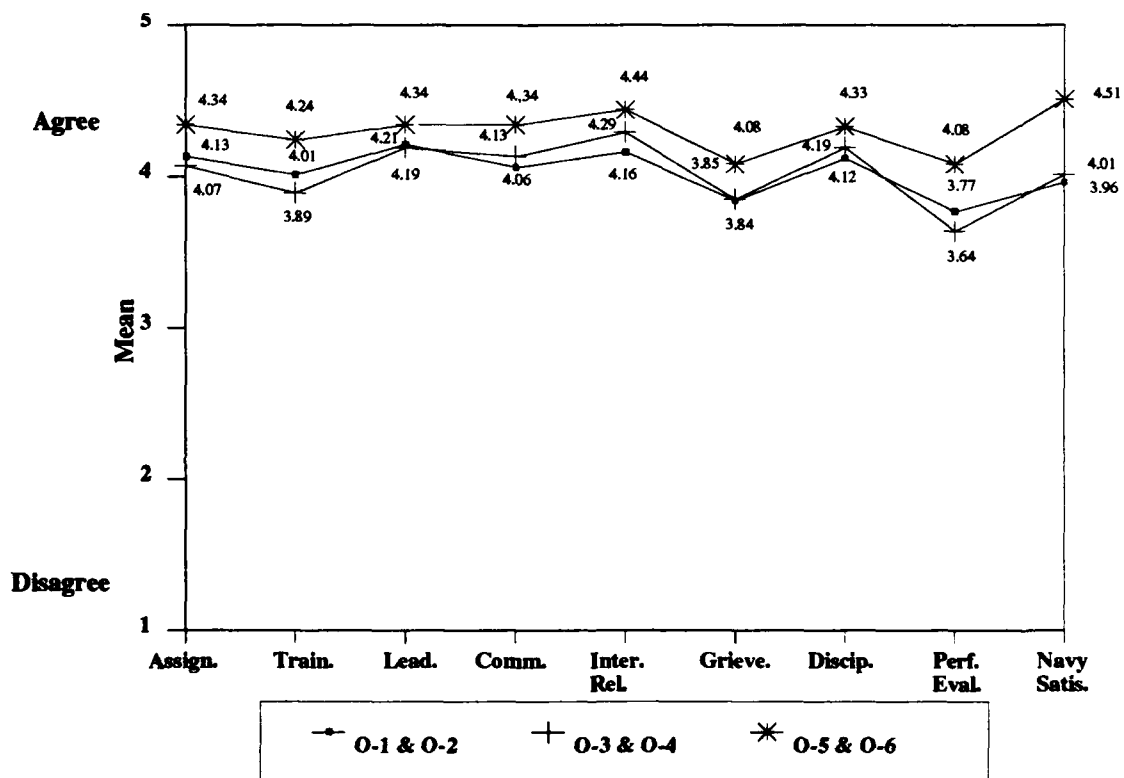


Figure 12. Module means for white officer ranks.

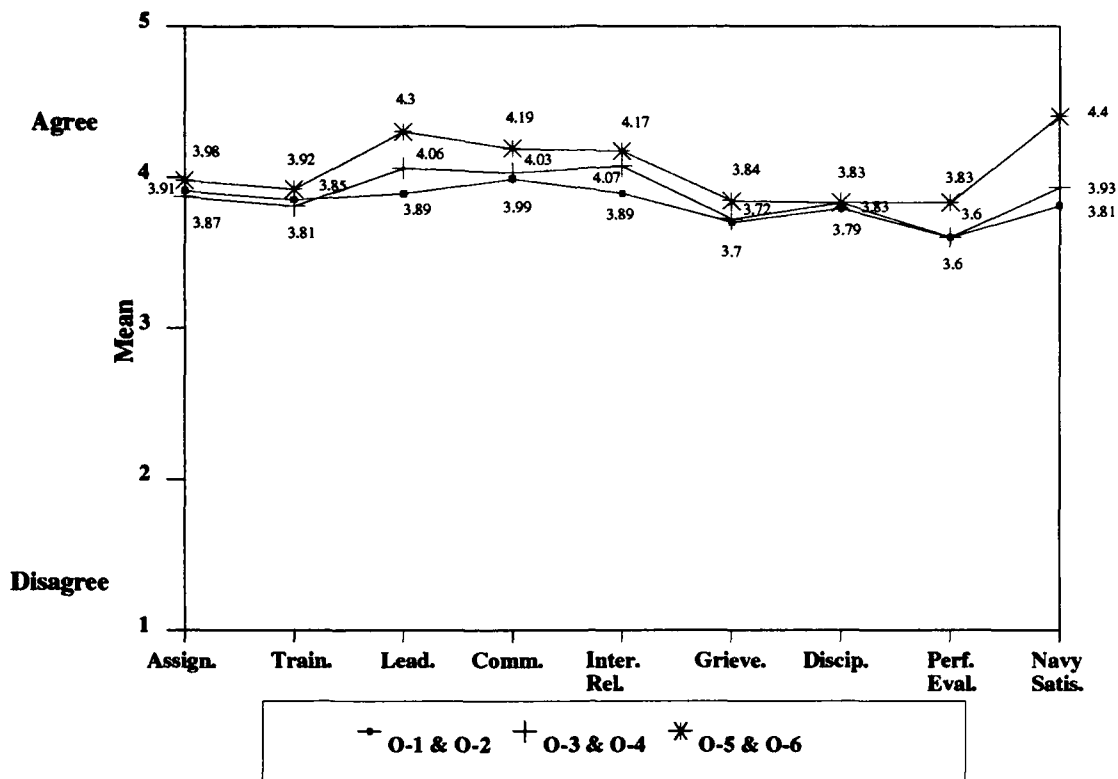


Figure 13. Module means for Hispanic officer ranks.

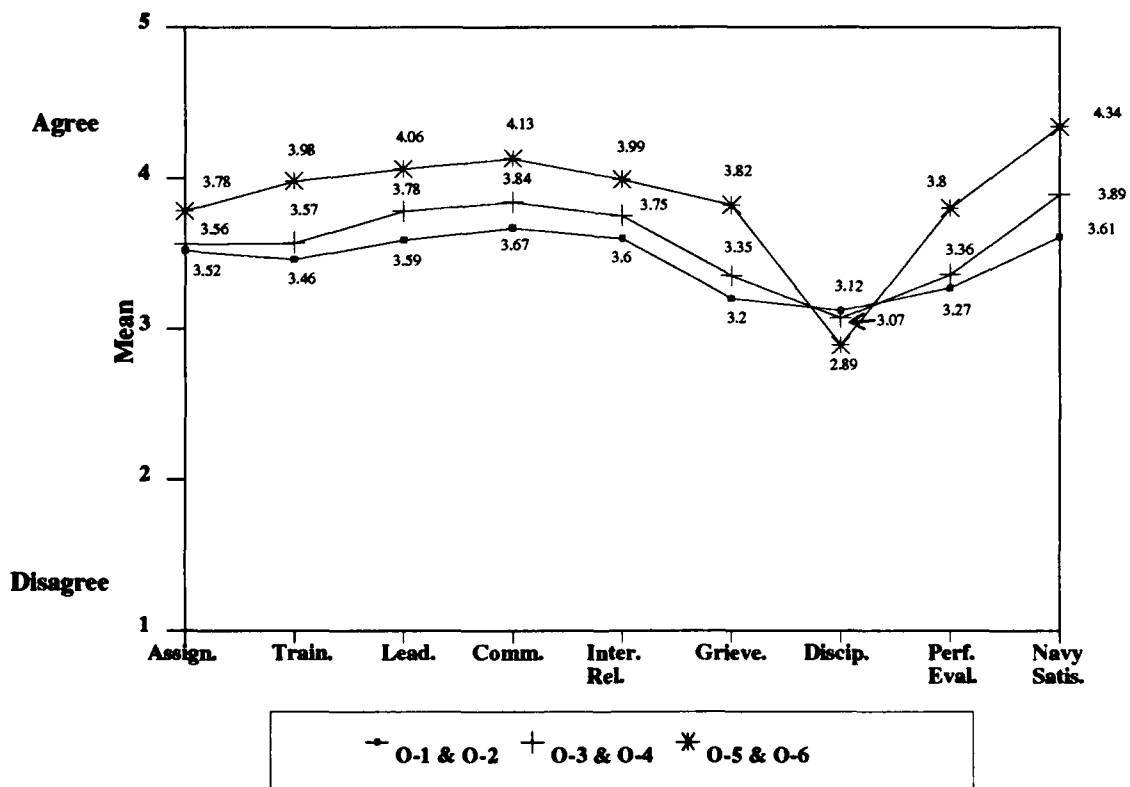


Figure 14. Module means for black officer ranks.

greater than .5 for the Training, Grievances, Performance Evaluation, and Navy Satisfaction modules. On the Discipline module, blacks of all ranks converged around the neutral point of the scale, suggesting that they were more ambivalent about items related to discipline than whites or Hispanics.

Enlisted: Figures 15, 16, and 17 present the module means by race for the three enlisted paygrade groups. Once again, because there were few Hispanic ($N = 39$) or black ($N = 43$) chief petty officers (E-7 through E-9) in the sample, conclusions based on statistical tests may be unreliable and are not reported. White enlisted personnel were consistently more positive as paygrade increased but Hispanics and blacks in the first two paygrade groups were quite similar and increases in means did not occur until the senior enlisted ranks. In particular, the EO perceptions of Hispanic petty officers were virtually indistinguishable from nonrated personnel. Thus, while midcareer white enlisted have more positive EO perceptions than their junior counterparts, this is not true for Hispanics or blacks.

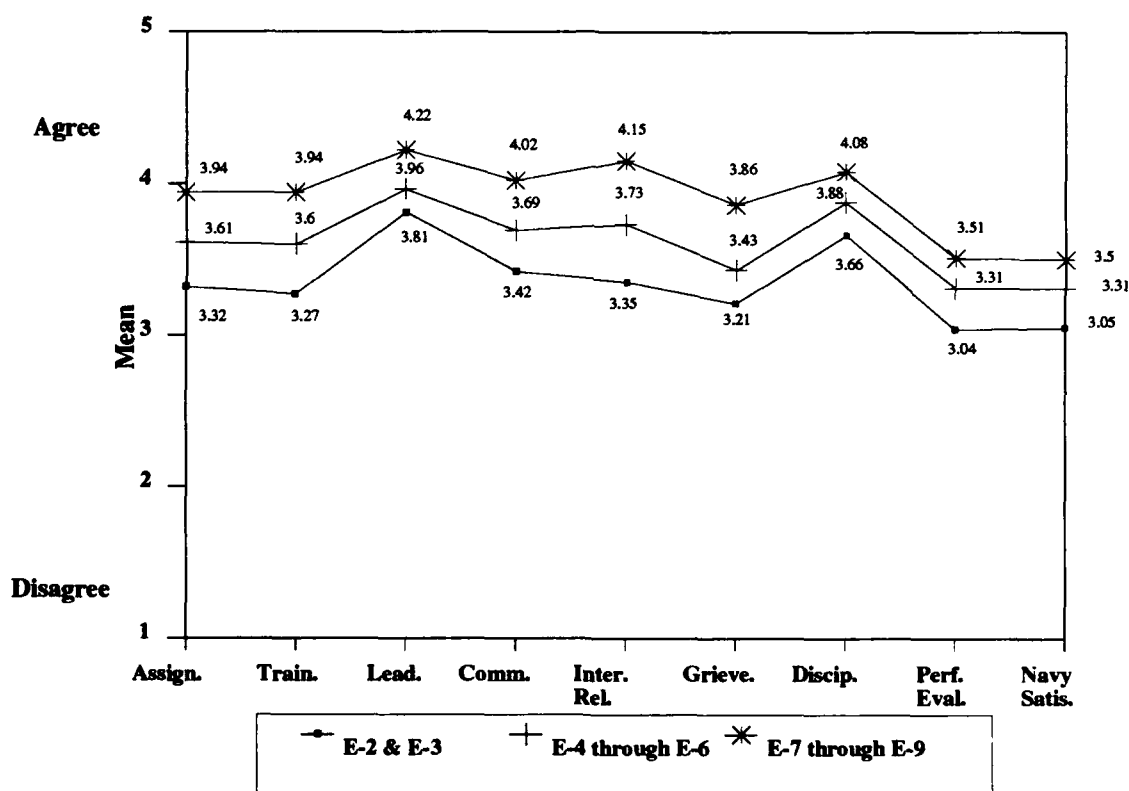


Figure 15. Module means for white enlisted paygrades.

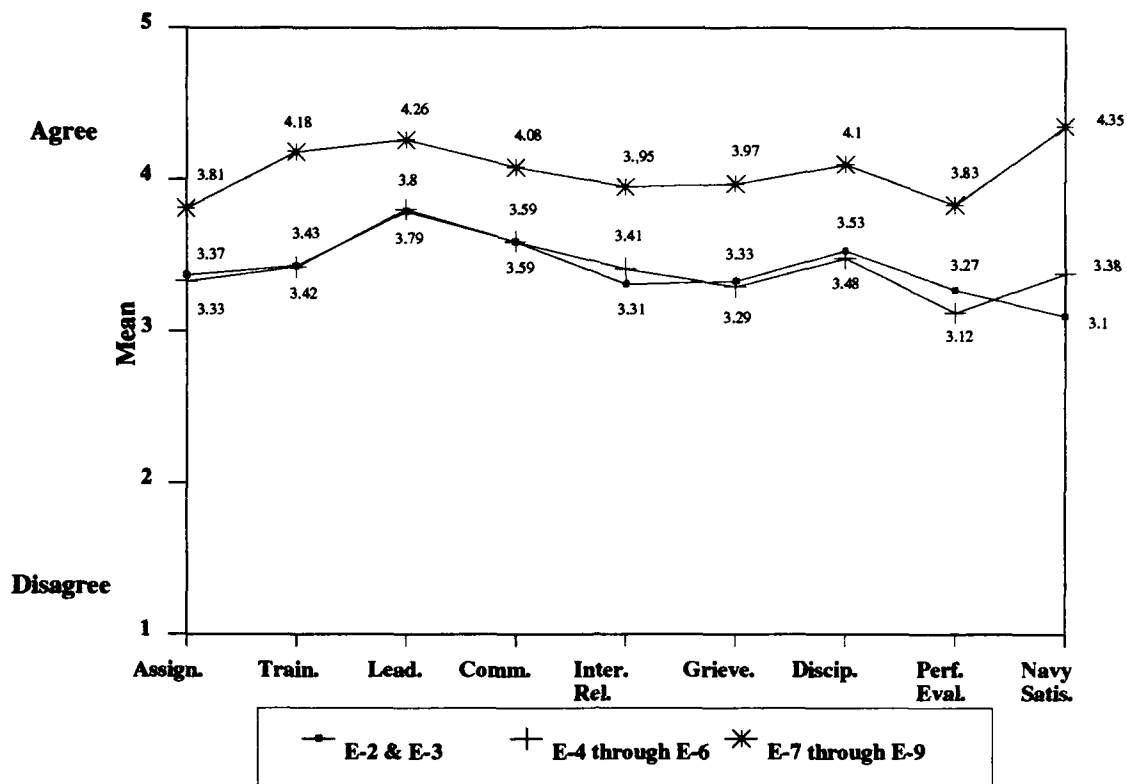


Figure 16. Module means for Hispanic enlisted paygrades.

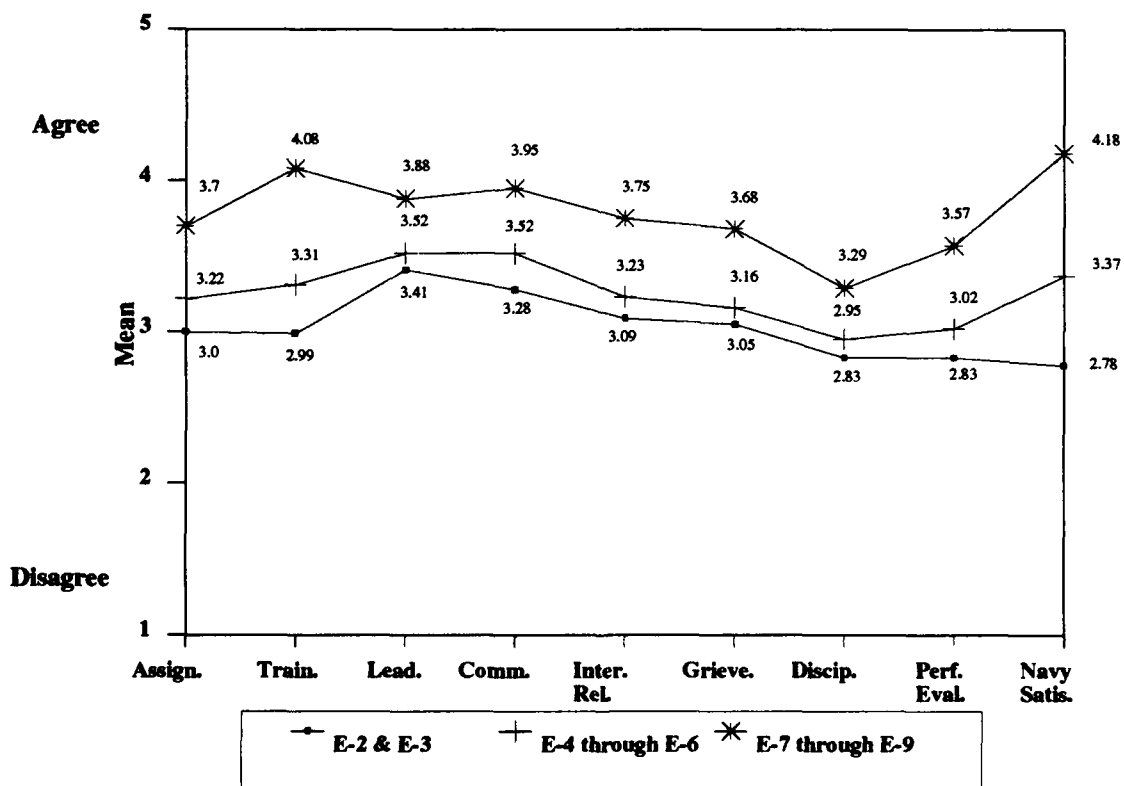


Figure 17. Module means for black enlisted paygrades.

Gender by Rank/Paygrade Comparisons

Officers: Figures 18 and 19 contain the module means for female and male officers respectively by rank. Given the relatively few senior (O-5 and O-6) female officers ($N = 65$), statistical comparisons are not reported. As can be seen from the figures, however, only a slight increase in perceptions with increased rank occurred. Officers of all ranks had generally positive perceptions of EO climate.

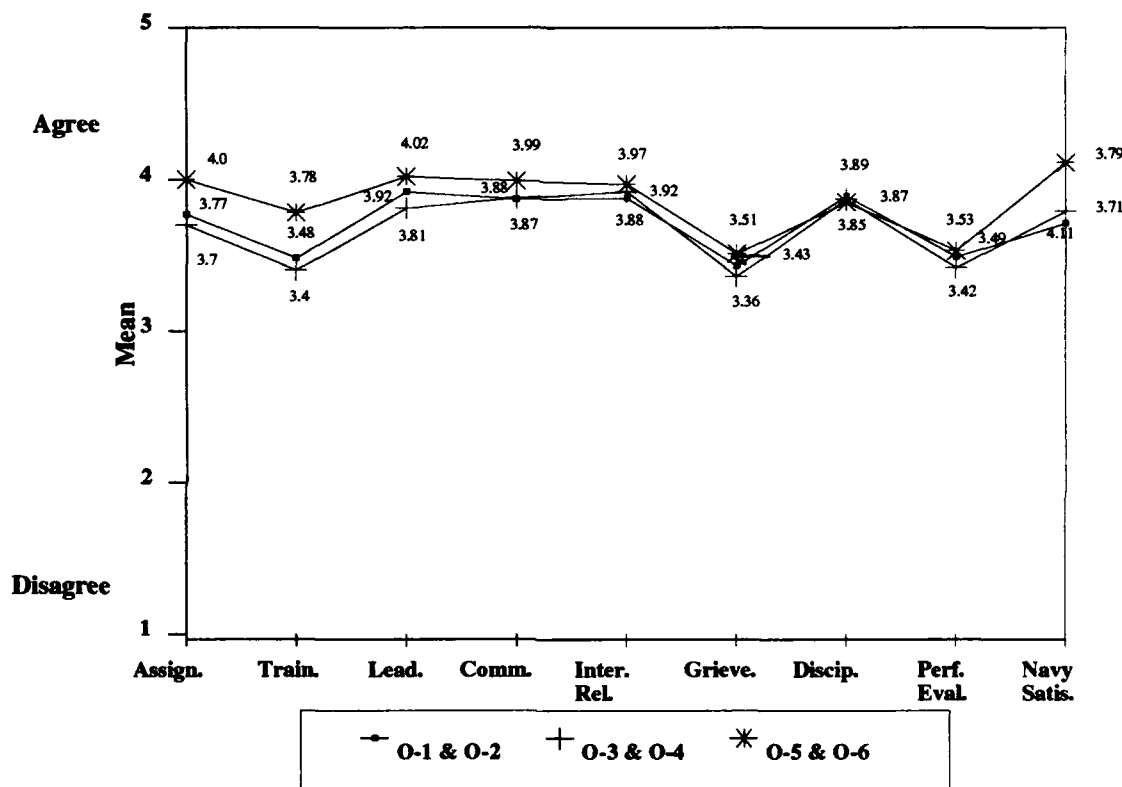


Figure 18. Module means for female officer ranks.

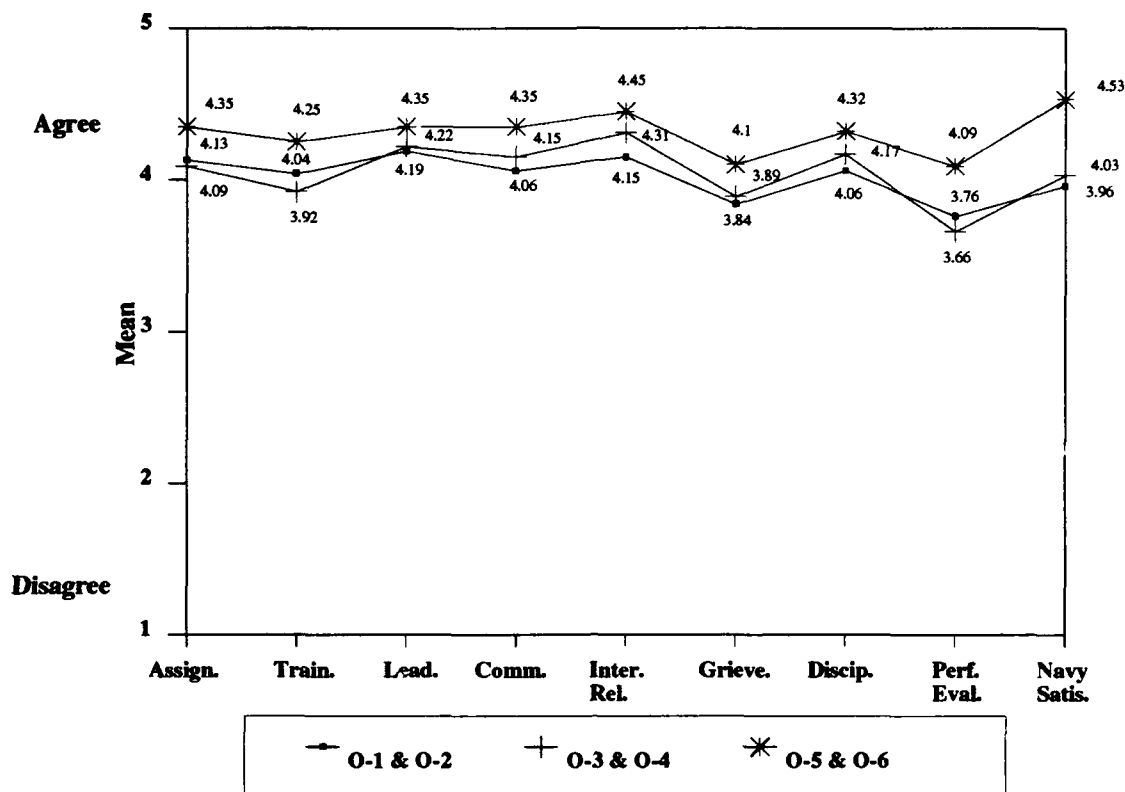


Figure 19. Module means for male officer ranks.

Enlisted: Figures 20 and 21 contain the module means for females and males respectively in the three enlisted paygrade groups. Given the relatively few female chief petty officers in the sample ($N = 57$), statistical comparisons are not reported. Visual inspection of Figures 20 and 21 indicates that as expected, chief petty officers (E-7 through E-9) were more positive than their nonrated and petty officer counterparts. However, the patterns for female and male enlisted are different. Male enlisted show a linear relationship between perceptions and paygrade; responses of female midcareer enlisted are indistinguishable from those in the junior paygrades. As was the case for Hispanic and black enlisted, the increase in female enlisted perceptions is almost entirely at the most senior paygrades. Midcareer enlisted women and minorities do not show the increased positive perceptions of their white male counterparts.

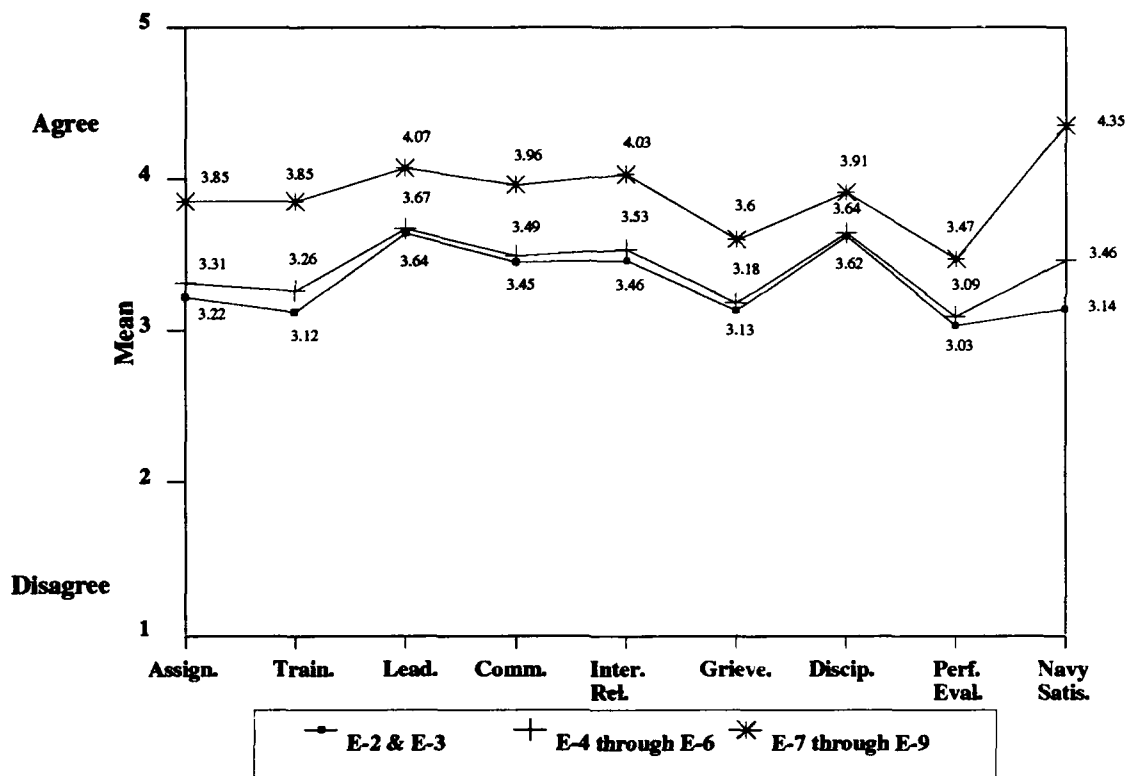


Figure 20. Module means for female enlisted paygrades.

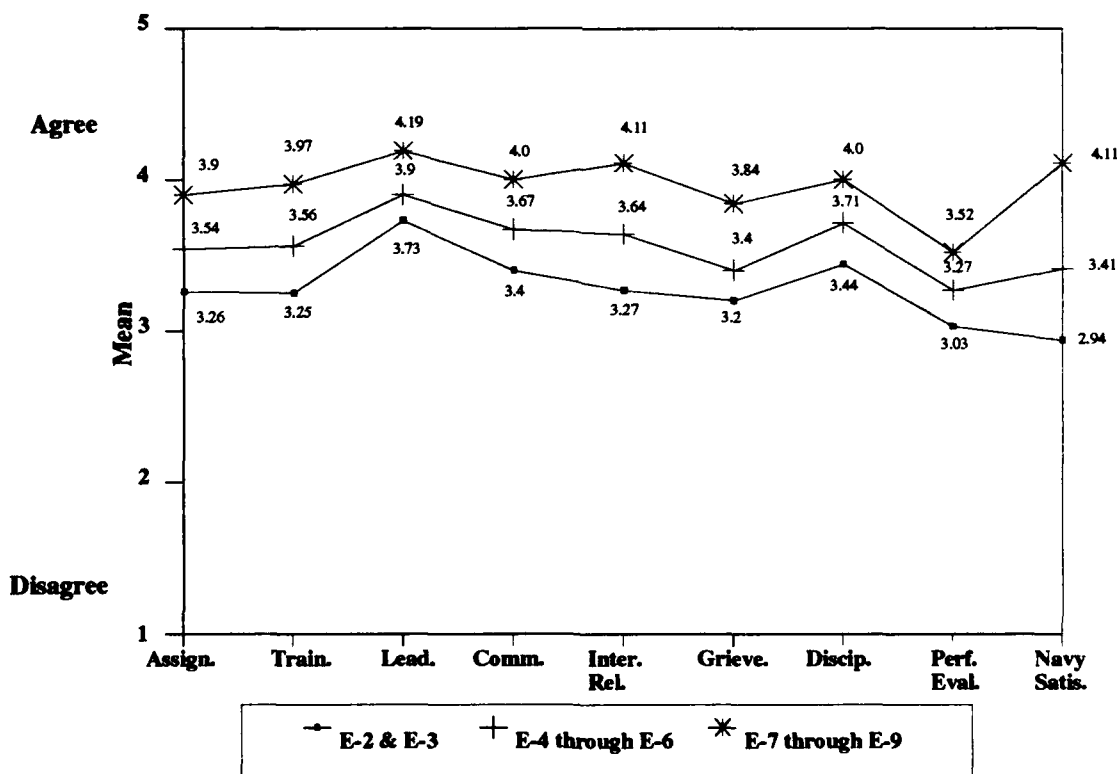


Figure 21. Module means for male enlisted paygrades.

Summary of EO Module Analyses

Although the large sample sizes account for many of the statistical comparisons being significant at the $p < .01$ level, there were noteworthy differences between gender/racial/ethnic subgroups that support the pattern of findings described above. In direct comparisons between males and females, males had significantly more positive EO perceptions for 89 percent (16/18) of comparisons. This pattern was noted for gender comparisons between both officers (100%) and enlisted (78%).

Comparisons between racial/ethnic groups indicated that 94 percent (51/54) of the statistical comparisons between whites and blacks were significant at the $p < .01$ level, with whites having more favorable EO perceptions in all cases. The differences between whites and Hispanics were less clear-cut with just 46 percent (25/54) of the comparisons being significant at the $p < .01$ level. In all cases, the significant findings were in the direction of whites having more positive perceptions. Hispanics and blacks differed significantly on 72 percent (39/54) of the comparisons, all indicating that Hispanics were more positive. These racial/ethnic differences were slightly more evident for comparisons involving officers (96% of white/black, 52% of white/Hispanic, and 74% of Hispanic/black comparisons were significant) than enlisted (93% of white/black, 41% of white/Hispanic, and 70% of Hispanic/black comparisons were significant). In general, these findings support the conclusions that EO climate perceptions differ most clearly between whites and blacks, somewhat less between Hispanics and blacks, and least between whites and Hispanics.

Analyses of Key Individual Items

Based on the analyses of the modules, key survey items were explored to help explain or understand patterns obtained in the module means.

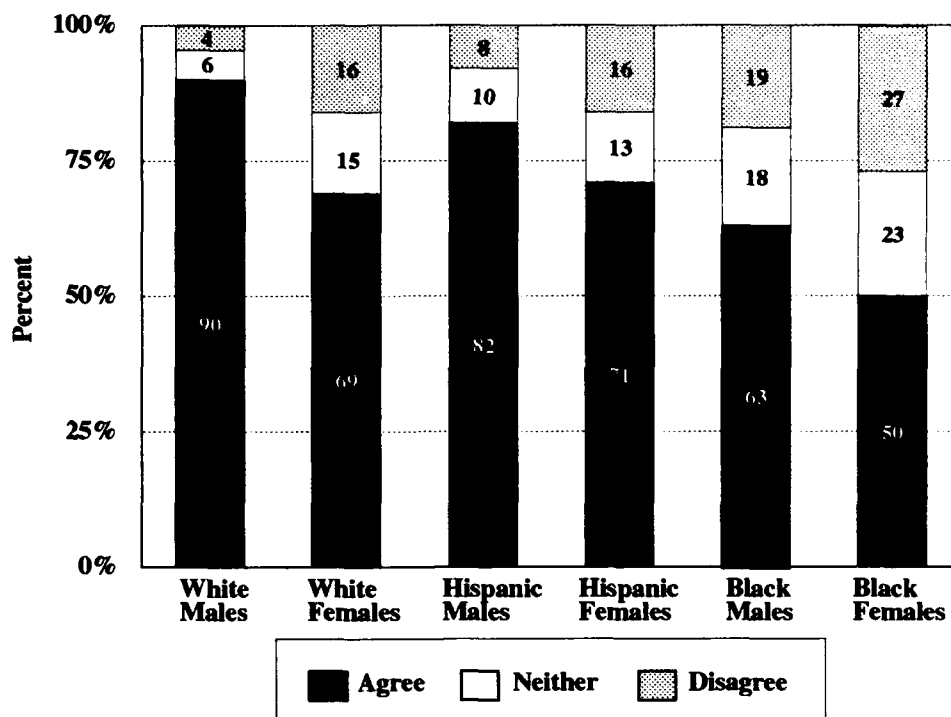
Assignments

Responses to the item, "Work assignments are made fairly at this command" are shown in Figures 22 and 23 for officers and enlisted, respectively. With the exception of black females, most officers agreed with this statement. However, pronounced differences between the subgroups are evident: white males (90%) were the most likely to agree with this statement; whereas, black males (63%) and black females (50%) were the least likely to agree. Also, enlisted respondents (59%) were substantially less likely than officers (87%) to agree that work assignments are made fairly. As was found for officers, there are substantial differences among the enlisted subgroups, with rates of agreement ranging from a high of 64 percent for white males to lows of 35 percent and 40 percent for black and Hispanic females, respectively.

Figure 24 shows results for the item, "Minority recruits are less likely to get technical ratings even though they are qualified for them." Forty-four percent of the black officers agreed-- a much higher rate than was found for white (3%) or Hispanic (13%) officers. Results for the enlisted respondents showed that blacks (36%) and Hispanics (24%) were much more likely to agree with this statement than whites (9%).

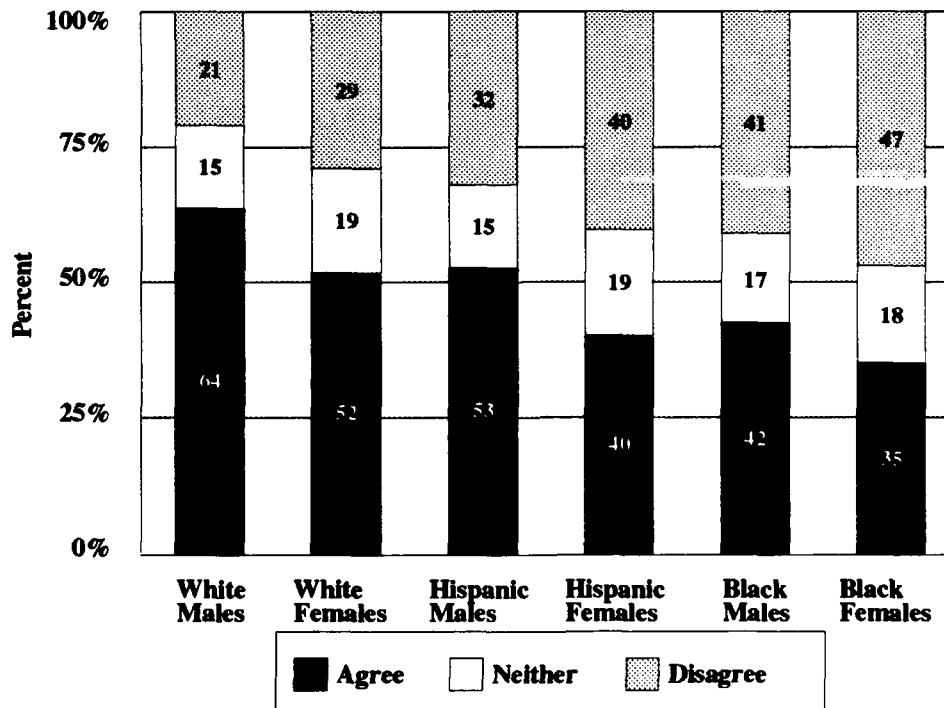
Training

Most officers (79%) agreed with the statement, "I have received the training I need to advance in the Navy" (see Figure 25). Whereas the vast majority of white (82%) and Hispanic male officers (77%) felt that this was true, much smaller proportions of black females (40%) and Hispanic



Officer Respondents

Figure 22. Officer responses to "Work assignments are made fairly at this command."



Enlisted Respondents

Figure 23. Enlisted responses to "Work assignments are made fairly at this command."

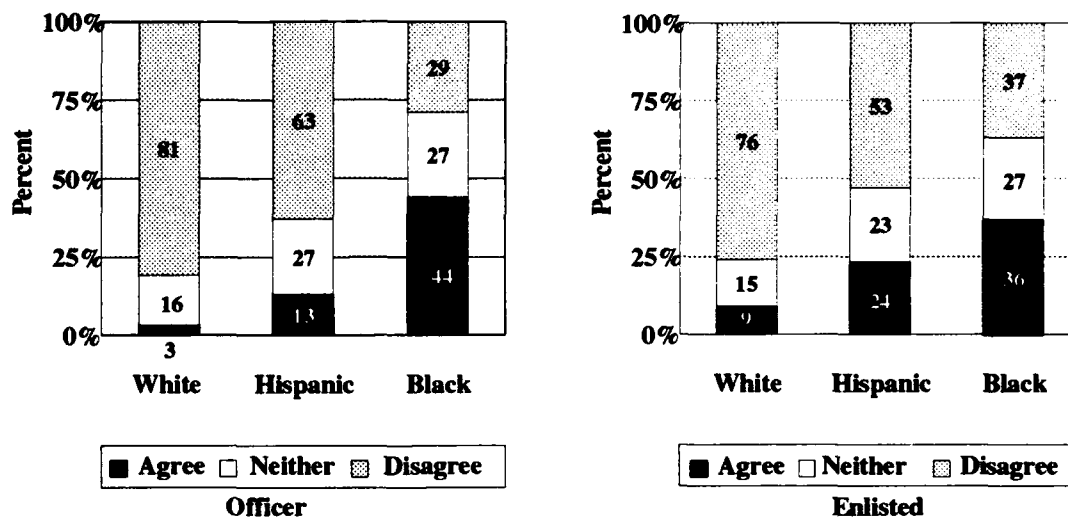
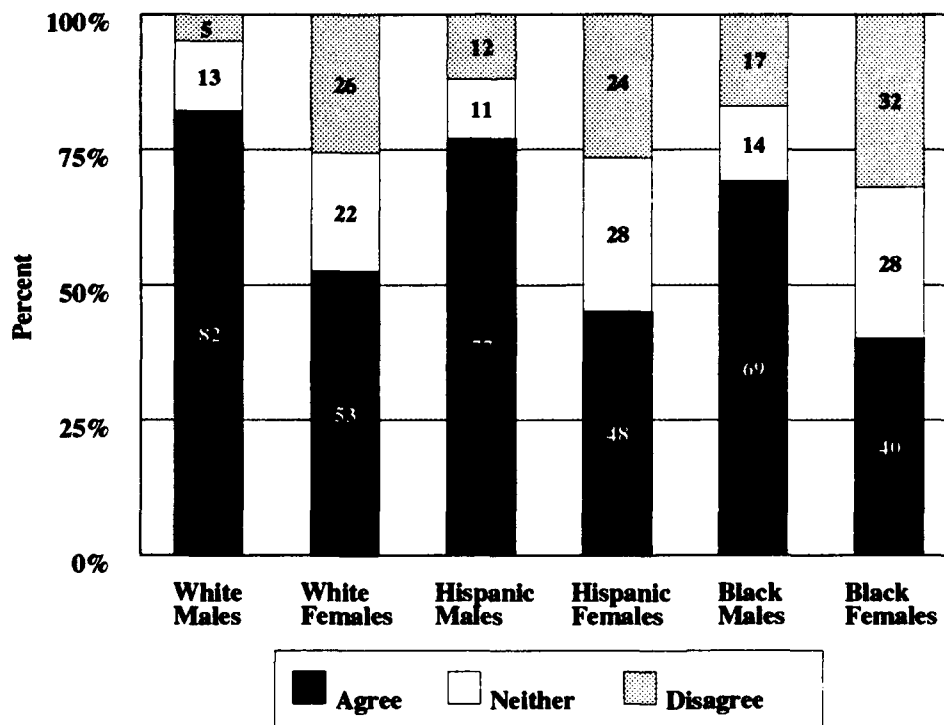


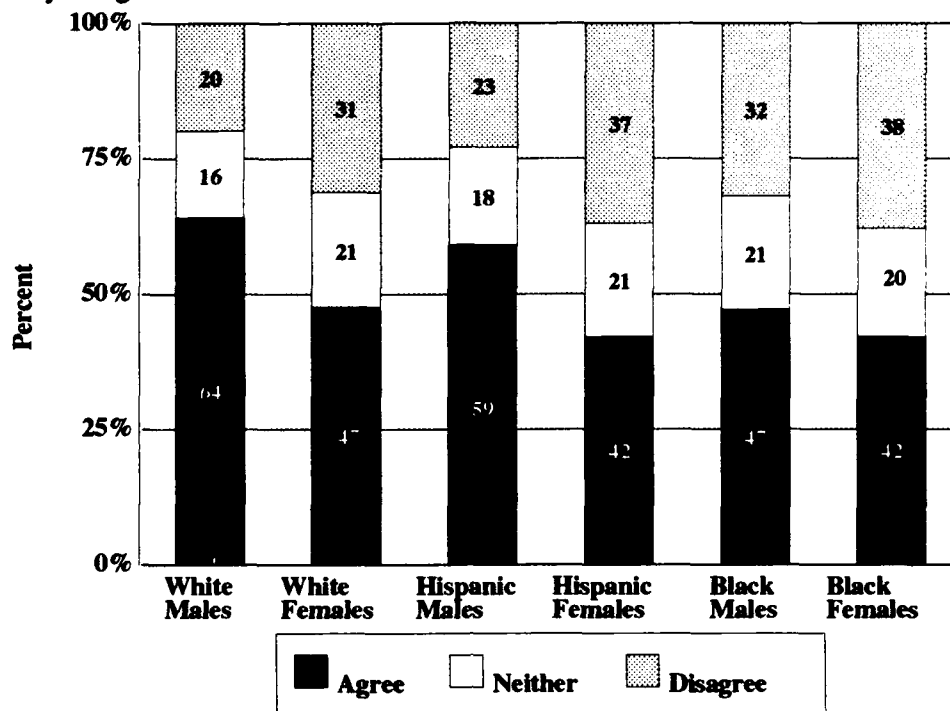
Figure 24. Responses to "Minority recruits are less likely to get technical ratings even though they are qualified for them."



Officer Respondents

Figure 25. Officer responses to "I have received the training I need to advance in the Navy."

females (48%) agreed. Male officers as a group (82%) were generally much more likely to agree with the statement than female officers (52%). Enlisted responses to this item are presented in Figure 26. White enlisted (64%) and Hispanic enlisted (59%) males were the most likely to believe that they have received the training they need; enlisted black (42%) and Hispanic (42%) females were least likely to agree.



Enlisted Respondents

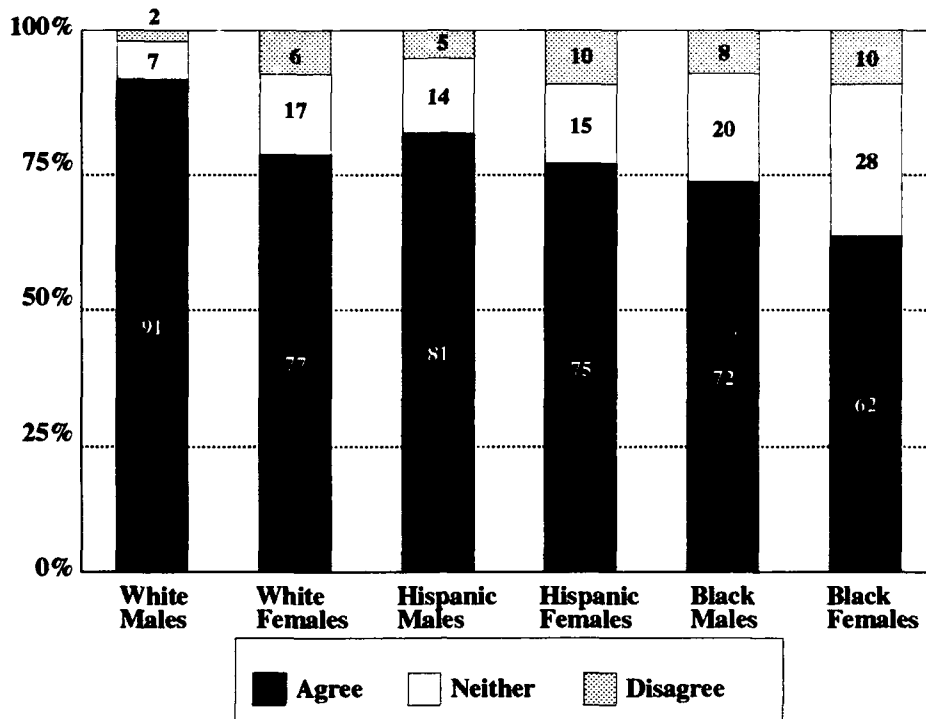
Figure 26. Enlisted responses to "I have received the training I need to advance in the Navy."

Leadership

As shown in Figure 27, the majority of officers in every subgroup agreed (and very few disagreed) with the statement, "My Commanding Officer (CO) actively supports equal opportunity." White males (91%) and Hispanic males (81%) were the most likely to agree with this statement; black females (62%) were the least likely to agree. As Figure 28 indicates, somewhat smaller proportions (but still the majority) of enlisted respondents believed that their CO actively supports equal opportunity. Agreement with this statement was highest among white males (79%) and Hispanic males (73%); it was lowest among blacks, both male (56%) and female (55%).

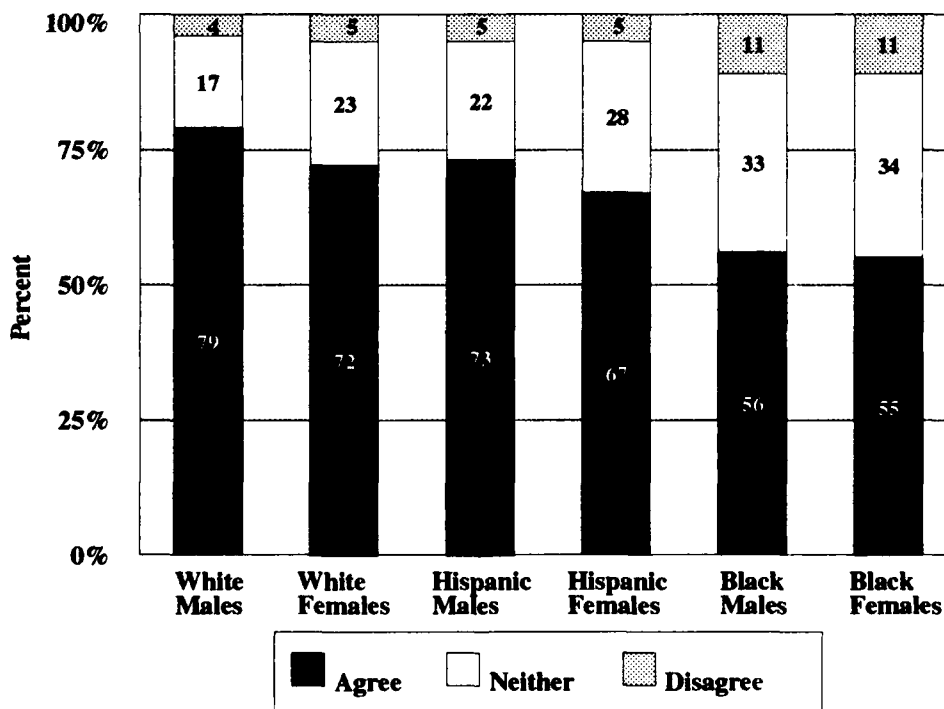
Communications

Responses to the item, "I feel we can discuss equal opportunity problems at my command" are shown in Figures 29 and 30. Officers as a group (85%) generally agreed with this statement. White males (87%) showed the highest rate of agreement while black females were the least likely to agree. Results for enlisted personnel showed that white males (67%) were the most likely to agree that they can discuss EO problems; blacks, both male (46%) and female (46%), were the least likely to agree.



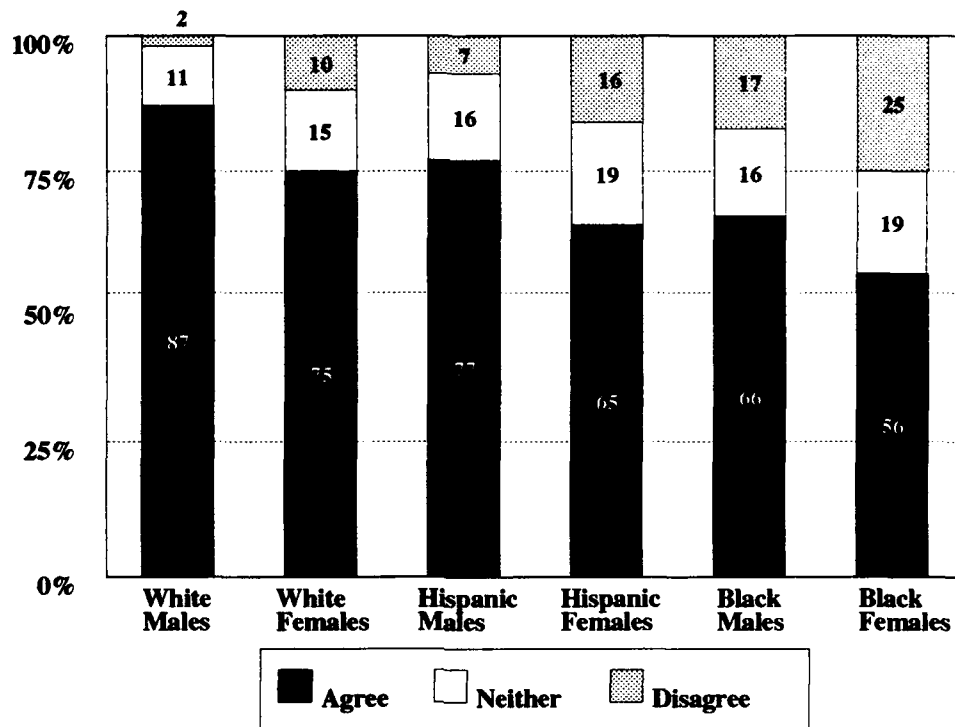
Officer Respondents

Figure 27. Officer responses to "My commanding officer actively supports equal opportunity."



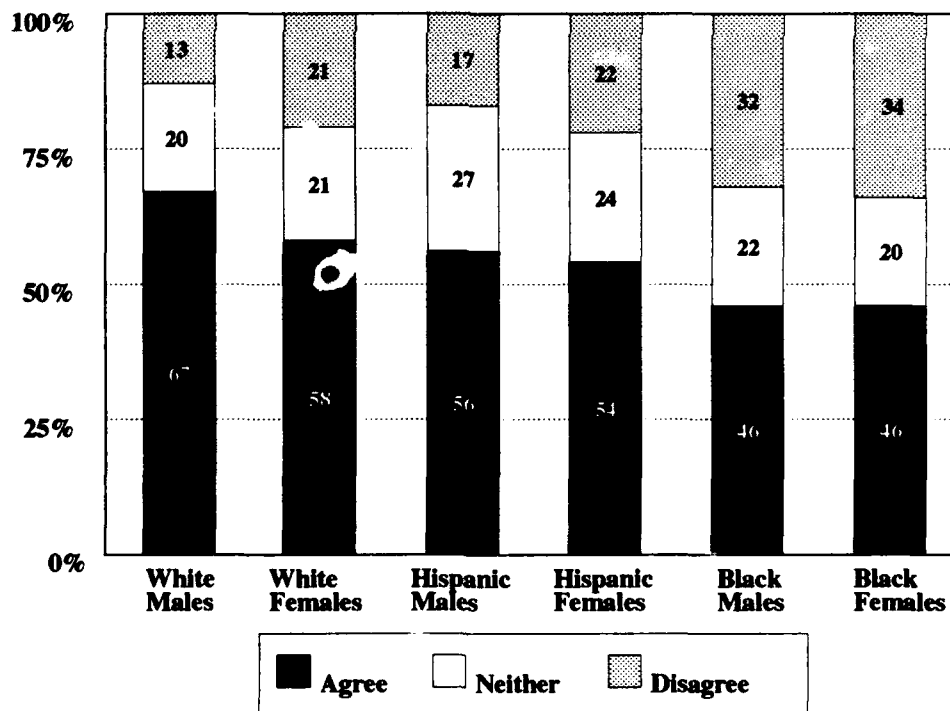
Enlisted Respondents

Figure 28. Enlisted responses to "My commanding officer actively supports equal opportunity."



Officer Respondents

Figure 29. Officer responses to "I feel we can discuss equal opportunity problems at my command."



Enlisted Respondents

Figure 30. Enlisted responses to "I feel we can discuss equal opportunity problems at my command."

Interpersonal Relations

Relatively few officers agreed with the statement, "At this command, I often hear comments or jokes putting down minorities" (see Figure 31). Black officers (21% overall, 19% male, 26% female) showed the highest rate of agreement with this statement; white officers (9%) showed the lowest rate of agreement. Enlisted respondents as a group were more likely than officers to have heard comments or jokes putting down minorities. Minority enlisted males were the most likely to agree with this statement: 48 percent of blacks and 45 percent of Hispanics agreed. In contrast, about one-third of enlisted whites agreed.

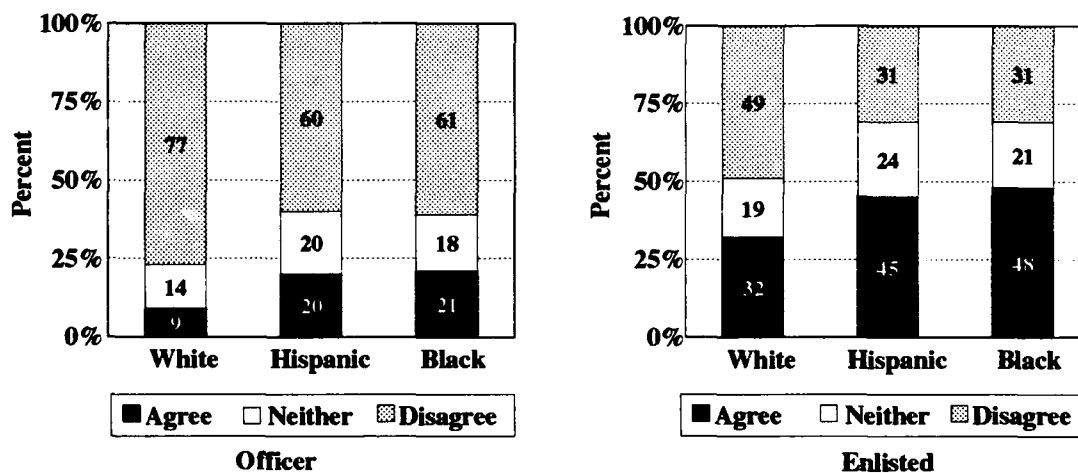


Figure 31. Responses to "At this command, I often hear comments or jokes putting down minorities."

Figure 32 shows responses to the item, "At this command, I often hear comments or jokes putting down people of my sex." Female officers (34%) were much more likely than male officers (3%) to agree with this statement. Enlisted females (48%) were also much more likely than enlisted males (10%) to agree.

Grievances

Officer responses to the item, "The chain of command is an effective way to resolve equal opportunity problems" are shown in Figure 33. Pronounced differences between the subgroups were found, with agreement rates ranging from a high of 82 percent for white males to a low of 45 percent for black females. Blacks as a group were substantially less likely than either Hispanics or whites to perceive the chain of command as effective for resolving EO problems, as were females in comparison to males. Enlisted responses to this item are presented in Figure 34. Enlisted respondents were less likely than officers to agree with this statement. Enlisted white (57%) and Hispanic males (59%) were the most likely to agree; black females (39%) were the least likely to agree.

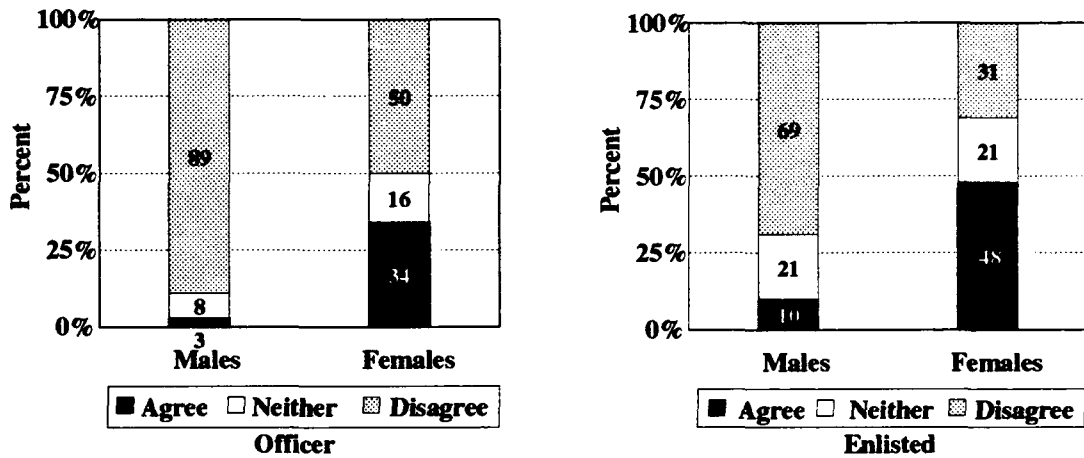
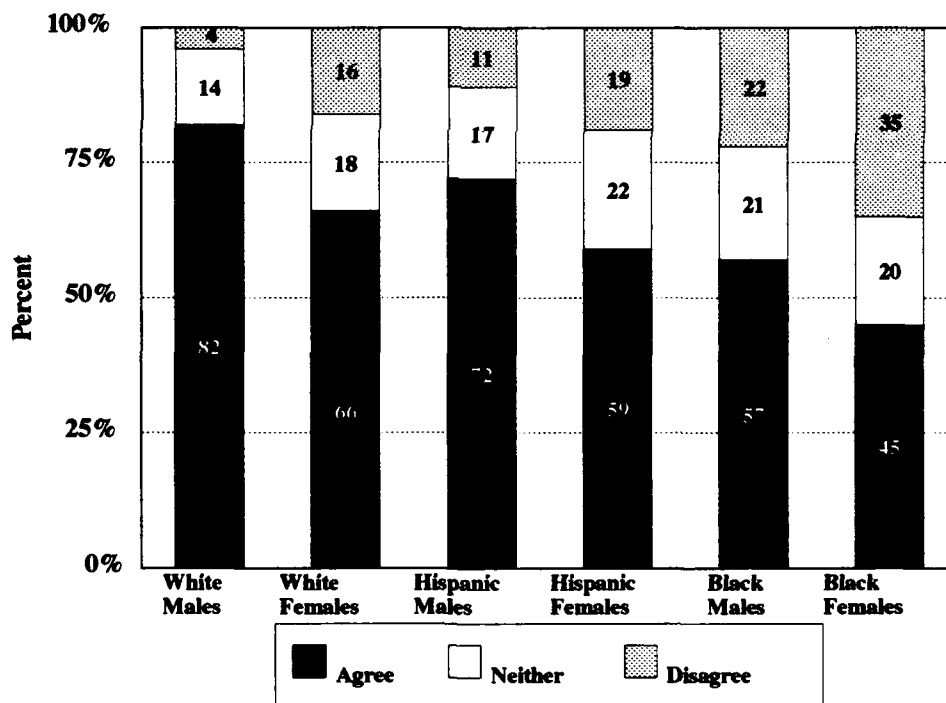
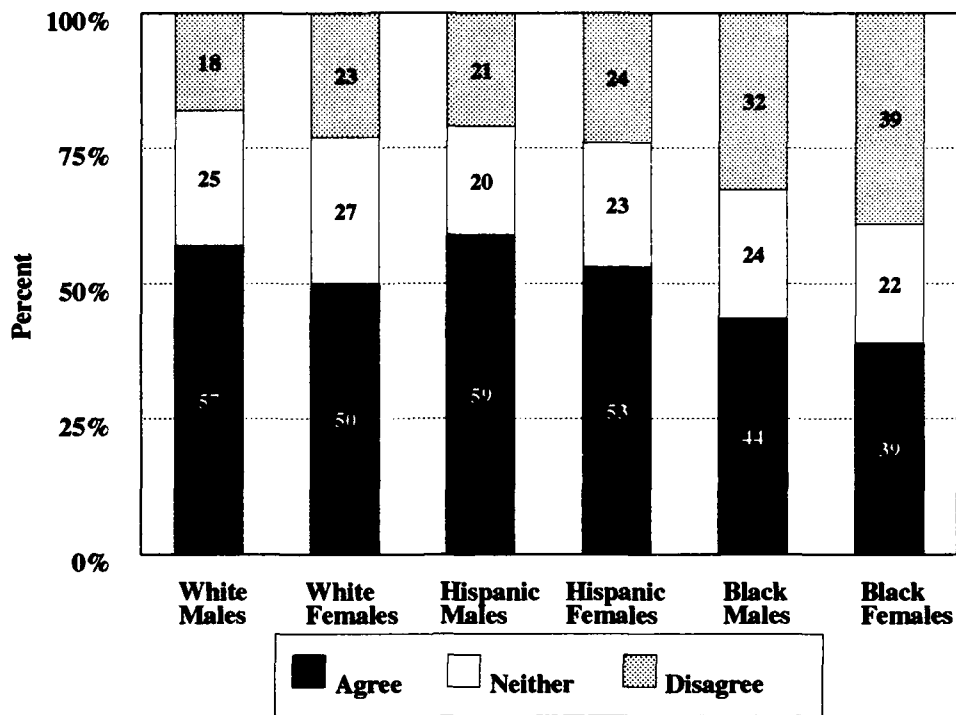


Figure 32. Responses to "At this command, I often hear comments or jokes putting down people of my sex."



Officer Respondents

Figure 33. Officer responses to "The chain of command is an effective way to resolve equal opportunity problems."

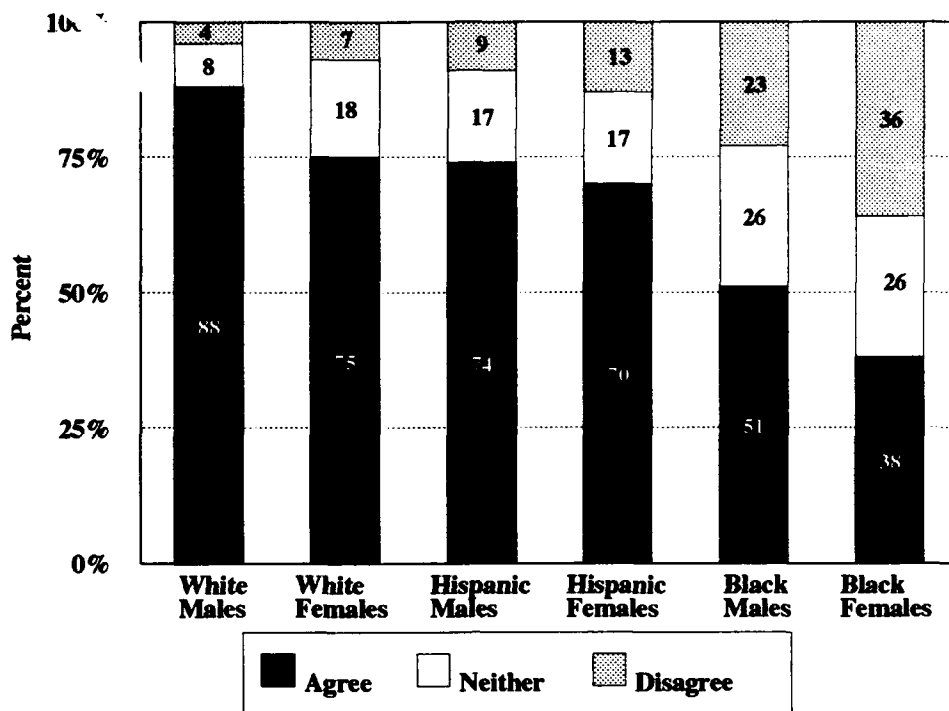


Enlisted Respondents

Figure 34. Enlisted responses to "The chain of command is an effective way to resolve equal opportunity problems."

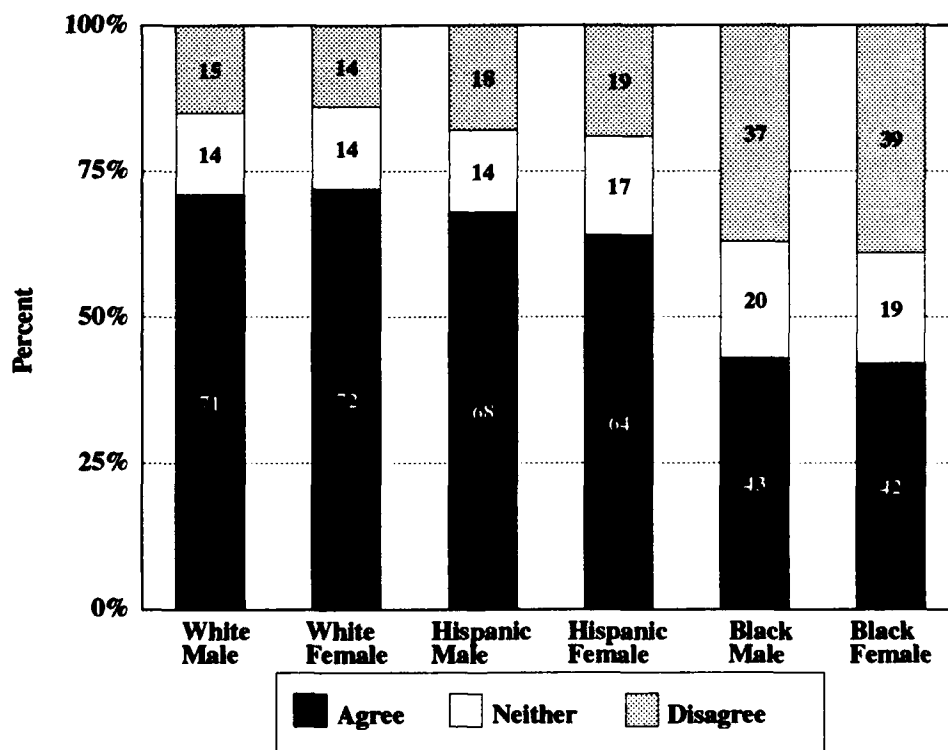
Discipline

Responses to the item, "Race/ethnic group makes no difference when punishment is given" are shown in Figures 35 and 36. For officers, dramatic differences between the subgroups were found. Whereas 88 percent of white males and 75 percent of white females agreed with this statement, only 51 percent of black males and 38 percent of black females agreed. Differences between the enlisted subgroups are less pronounced but still large, with agreement rates ranging from highs of 71 percent and 72 percent for white males and females, respectively, to lows of 43 percent and 42 percent for black males and females. This finding parallels the results of the module analyses and targets discipline items as producing the most clear-cut racial/ethnic by gender differences on the NEOSH.



Officer Respondents

Figure 35. Officer responses to "Race/ethnic group makes no difference when punishment is given."



Enlisted Respondents

Figure 36. Enlisted responses to "Race/ethnic group makes no difference when punishment is given."

Performance Evaluation

Two-thirds of the officers overall (66%) agreed with the statement, "I usually get the recognition I deserve"; only small differences between the subgroups are evident (see Figure 37). White males were the most likely to agree (68%), black females (47%) were the least likely to agree. Enlisted respondents (41%) were less likely than officers to report that they usually get the recognition they deserve (see Figure 38). White (43%) and Hispanic males (43%) show the highest rate of agreement with this statement; black males (34%) and females (31%) were the least likely to agree.

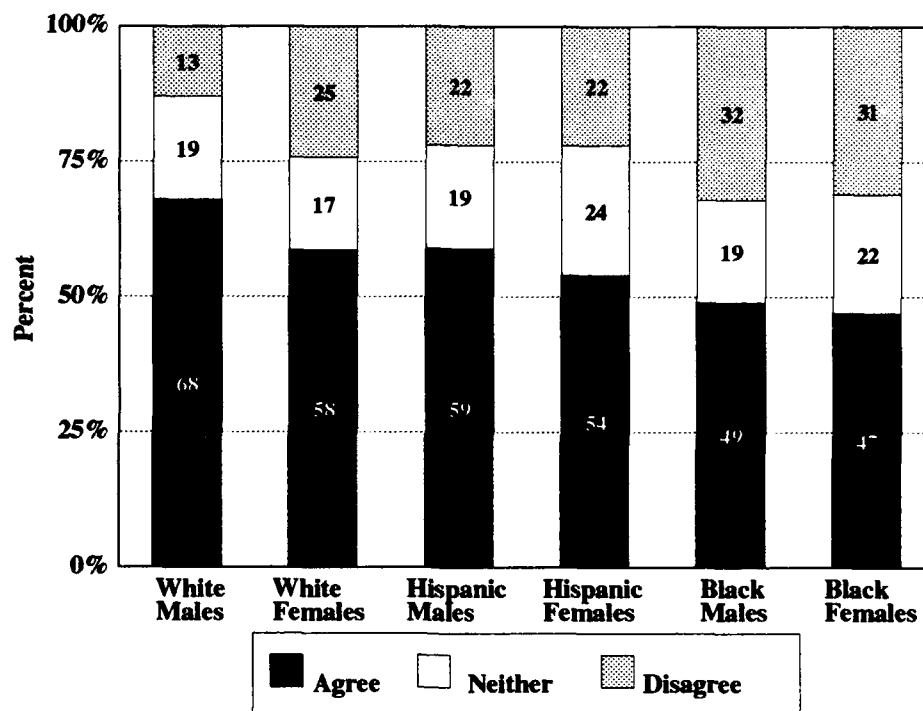
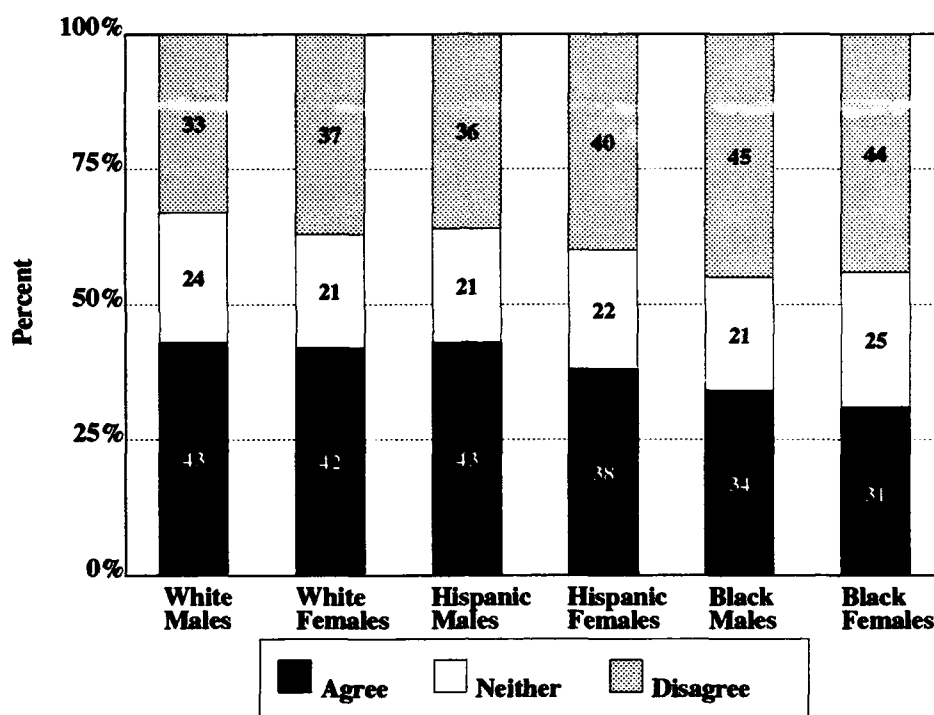


Figure 37. Officer responses to "I usually get the recognition I deserve."



Enlisted Respondents

Figure 38. Enlisted responses to "I usually get the recognition I deserve."

Promotions/Advancement

Responses to the item, "Minorities have to work harder to get promoted/advanced than other people do" are shown in Figure 39. A very large proportion of black officers (70%) agreed with this statement, compared with only 29 percent of Hispanic and 6 percent of white officers.

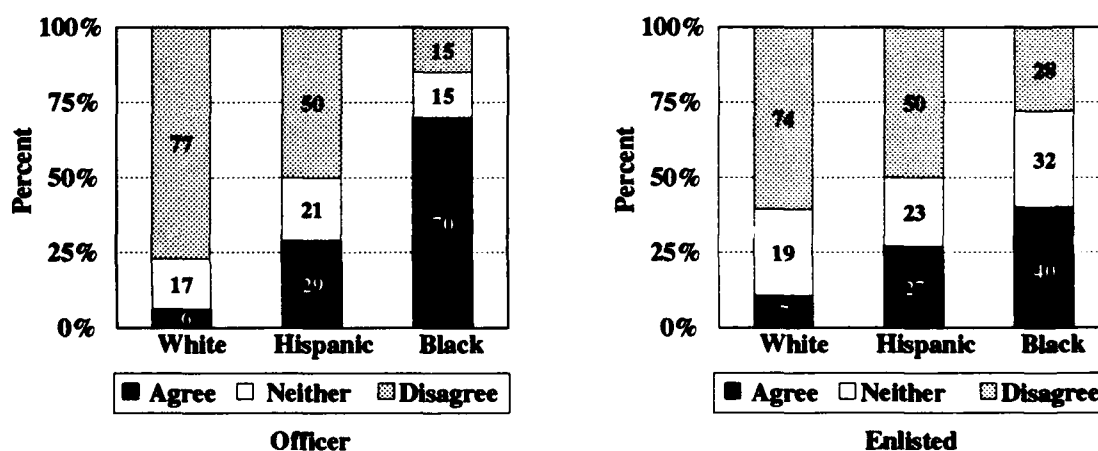


Figure 39. Responses to "Minorities have to work harder to get promoted/advanced than other people do"

Results for the enlisted respondents show that blacks were the most likely to agree with this statement (40%), followed by Hispanics (27%), and then whites (7%).

Results for the item, "Women have to work harder to get promoted/advanced than men do" reveal dramatic gender differences, as shown in Figure 40. Among officers, rates of agreement were clearly different for females (49%) compared to males (11%). Similar results were obtained for enlisted respondents.

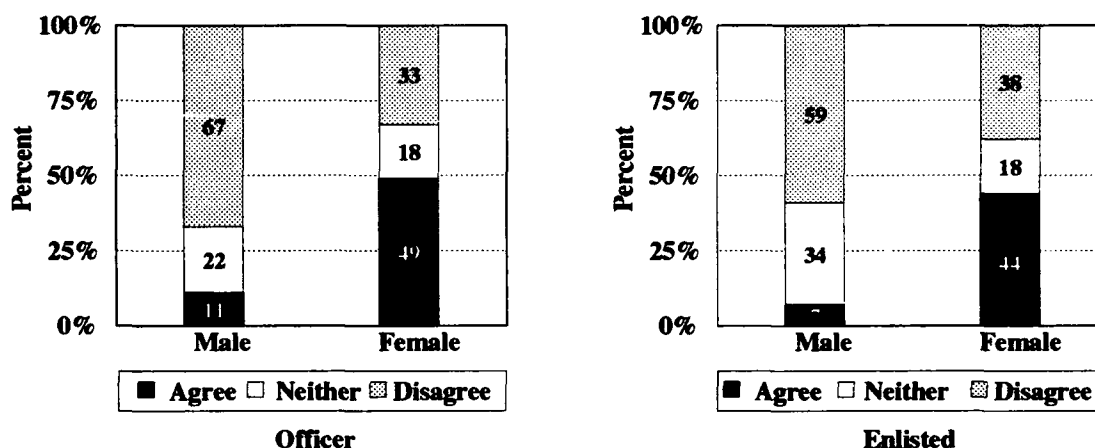


Figure 40. Responses to "Women have to work harder to get promoted/advanced than men do."

General Issues

The vast majority of officers (84%) agreed with the statement, "I would recommend the Navy to others"; a smaller proportion of enlisted respondents (54%) agreed (see Figure 41). Rates of agreement across the various racial/ethnic/gender subgroups were similar for both officer and enlisted respondents.

Responses to the item, "Equal opportunity has improved during my time in the Navy" are shown in Figures 42 and 43. Among the officers, white males (65%) and black males (64%) were the most likely to agree with this statement; Hispanic (43%) and black female officers (43%) were the least likely to agree. Results for enlisted personnel reveal that less than half of the respondents in each of the subgroups believed that equal opportunity has improved. White males (45%) were the most likely to believe that it has improved; black females (28%) and Hispanic females (35%) showed the lowest rate of agreement. As Figures 42 and 43 show, many respondents indicated "neither agree nor disagree" to this item, suggesting that some individuals (e.g., junior personnel) may not be familiar enough with the Navy's EO system to assess whether it has improved or not.

Figure 44 shows responses to the item, "The Navy gives too much special treatment to minorities." Fourteen percent of the white officers, 8 percent of Hispanic, and 1 percent of black officers agreed with this statement. Among enlisted respondents, 22 percent of whites, 5 percent of Hispanics, and 3 percent of blacks agreed that minorities are given too much special treatment in the Navy. As shown in Figure 45, many more male (25%) than female officers (5%) agreed that,

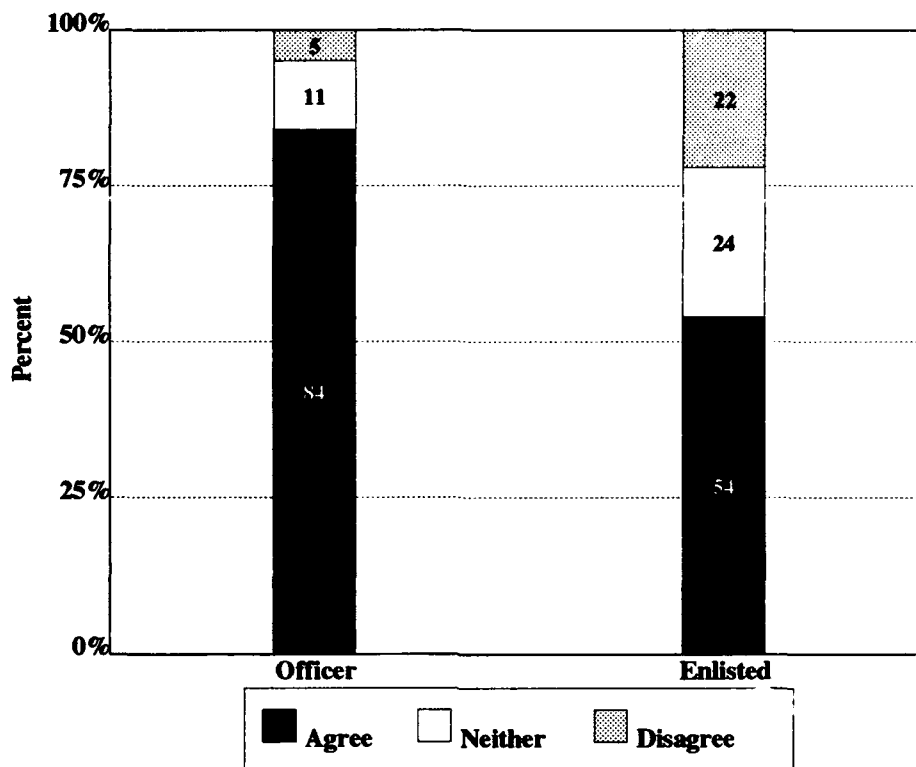
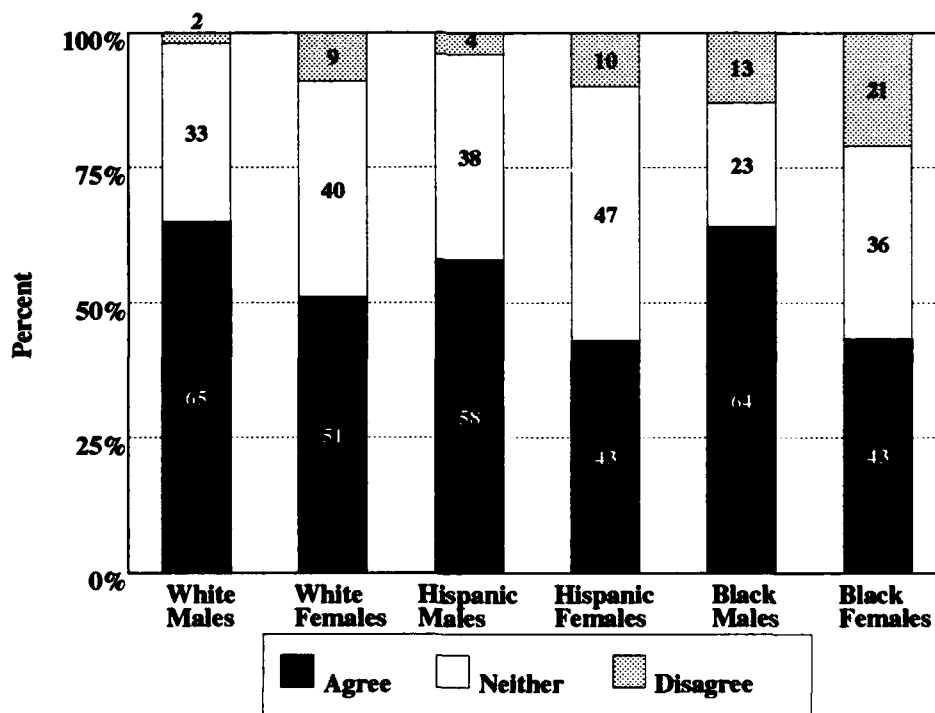
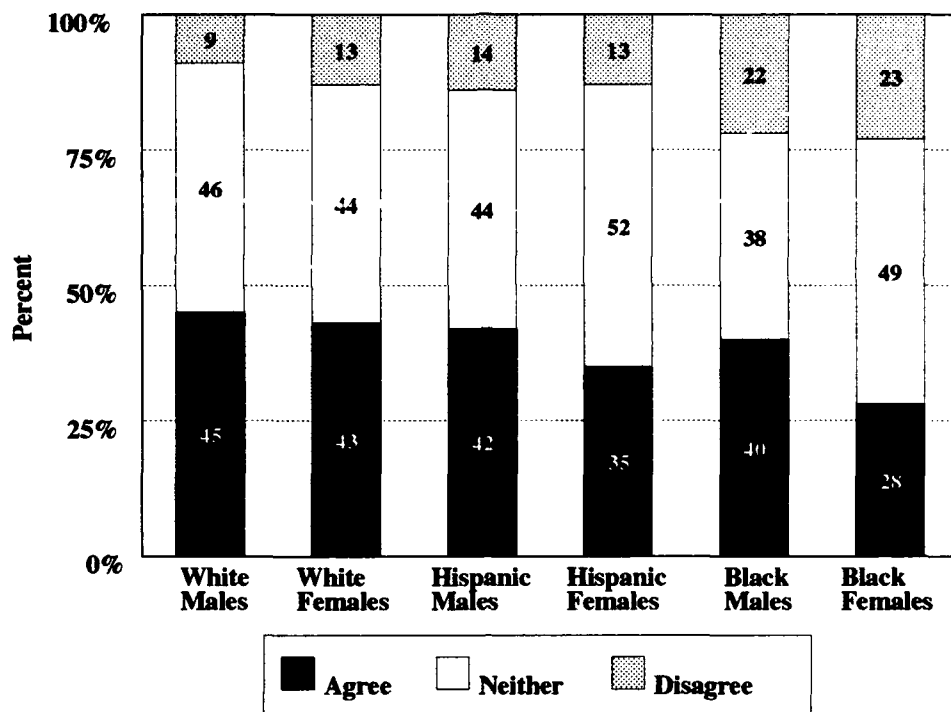


Figure 41. Responses to "I would recommend the Navy to others."



Officer Respondents

Figure 42. Officer responses to "Equal opportunity has improved during my time in the Navy."



Enlisted Respondents

Figure 43. Enlisted responses to "Equal opportunity has improved during my time in the Navy."

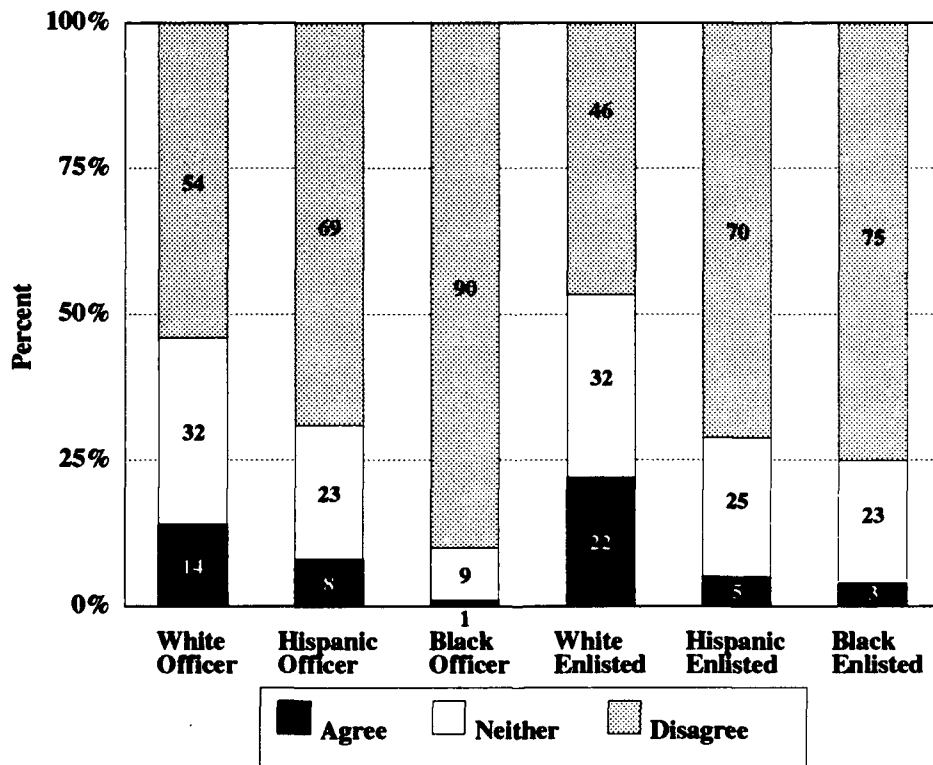


Figure 44. Responses to "The Navy gives too much special treatment to minorities."

“The Navy gives too much special treatment to women.” Results for enlisted personnel are similar: 33 percent of the male, but only 6 percent of the female respondents agreed that women get too much special treatment

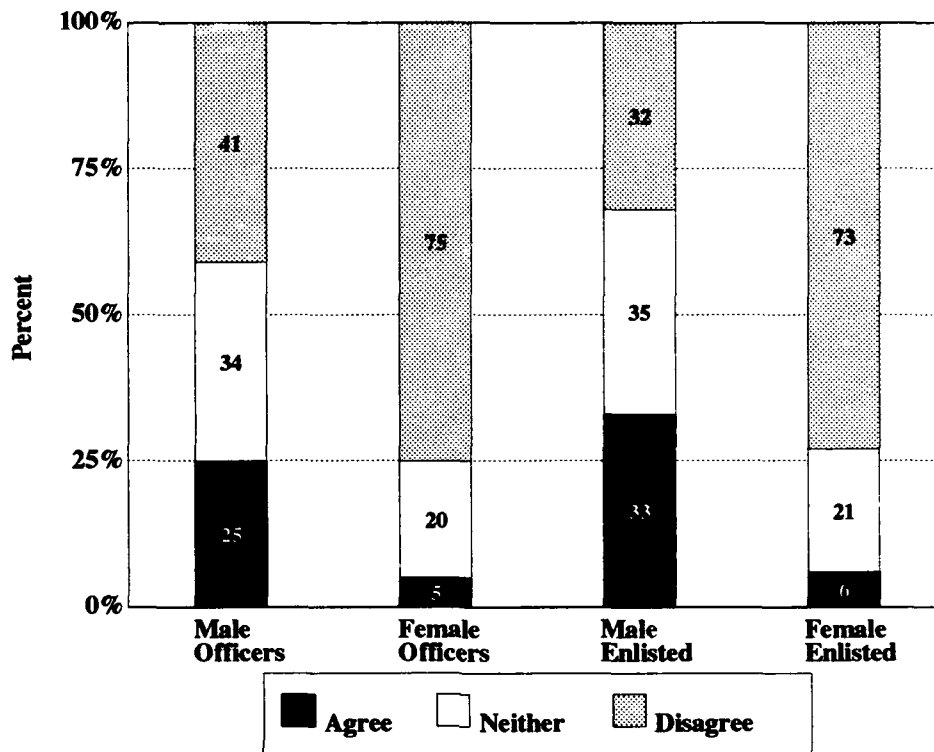


Figure 45. Responses to “The Navy gives too much special treatment to women.”

Equal Opportunity Programs

Analysis of the item, “I have received training about sexual harassment” revealed that nearly all personnel (83% of enlisted, 90% of officers) have received sexual harassment training. Similarly, most personnel (70% of enlisted, 83% of officers) have seen the Navy’s Fraud, Waste, and Abuse hot line number posted at their command.⁵ Less than half, however, (41% of enlisted, 48% of officers) stated that they have seen the Navy’s grievance poster displayed at their command. Very few individuals (2% of enlisted, 1% of officers) reported that they filed an EO grievance during the past year. Most officers (74%), but less than half of the enlisted respondents (43%) indicated that there is a CMEQ program at their command.

⁵This hot line number may also be used to report sexual harassment incidents.

Summary of Major Findings

The major results of the initial administration of the NEOSH are:

1. Navy personnel as a whole had positive perceptions of EO climate.
2. White male officers consistently reported the most positive perceptions of Navy EO climate.
3. Blacks, particularly black enlisted females, were the least positive about EO.
4. The differences in EO perceptions between male and female officers were typically larger than between male and female enlisted personnel.
5. Perceptions of fairness in discipline were clearly lowest among blacks.
6. Blacks and women were more likely to feel they have to work harder to get promoted/advanced.
7. Hispanics' EO perceptions consistently fell between whites and blacks and typically were closer to whites.
8. While males had more positive EO climate perceptions than females; the gender gap was larger for officers than enlisted.
9. As paygrade and rank increase, so did perceptions of EO climate. However, differences between enlisted paygrade levels were larger than between officer ranks.
10. While for whites, the increase in EO climate perceptions with increasing rank and paygrade was linear, for women and minorities the means of petty officers and nonrated personnel were very similar. The largest increase for women and minorities did not generally occur until the chief petty officer level.
11. Most Navy personnel (regardless of racial/ethnic or gender status) indicated they would recommend the Navy to others.

DISCUSSION AND CONCLUSION

Given that the aim of this administration of the NEOSH was to provide a baseline against which future EO climate assessments could be compared, conclusions drawn from the present results should be viewed cautiously.

Although differences between groups are the typical focus of EO climate assessments (e.g., Thomas & Conway, 1983), it is important to note that the overall results are positive. As the module means indicate, virtually all of the average responses for both enlisted and officers are on the positive side of the scale (3 or above). Thus, even when a specific subgroup has a lower mean than their white male counterpart, their perceptions are positive or at the midpoint of the scale. There

are no indications from these data that marked perceptions of discrimination or racism exist within the Navy.

The data indicate, however, that clear and consistent differences in EO perceptions between the white male majority group and women and racial/ethnic minority group members are common. Future administrations of this survey will provide a means of determining the extent of change in EO climate perceptions among minorities and women.

As reviewed in the introduction, previous Navy EO climate assessments determined that blacks, particularly black enlisted personnel, were less positive about the Navy's EO climate than their majority counterparts. The present results confirm these findings with a 1989 sample and extend them to black women. For the first time, Navy survey results are available for EO climate perceptions of black females, a group not previously singled out for analysis. Perhaps the most significant finding of the present study is documenting the impact of the "double-minority" status of black women. Of all groups sampled, black women consistently had the lowest perceptions of EO climate. As a result of briefing these survey results to the Chief of Naval Personnel, a Black Women's Study Group was convened in October 1990 to address issues related to black women's experiences within the Navy (Bureau of Naval Personnel, 1990). Subsequent administrations of the NEOSH can be used to assess whether Navy's heightened awareness of black women results in an increase in their perceptions of EO climate.

One interesting pattern that emerged from this administration of the NEOSH is the frequency with which the "neither agree nor disagree" response option was chosen. The raw data were checked for response set (individuals checking "neither" continuously) but it was rare.⁶

A response of "neither" may be indicative of neutrality, ambivalence, uncertainty, apathy, feeling uninformed on the topic, not wanting to express one's feelings, or item ambiguity. Some clarification of the "neither" response can be obtained by including a separate "not applicable/don't know" category. No such category was offered on the 1989 NEOSH but has been added to the 1991 survey.

In practical terms, it is important to assess and track the rate of "neither" as a way of measuring changes in EO climate. While it is often difficult to change perceptions in individuals who have strong negative or positive opinions, individuals who are "undecided" are more easily influenced to change their attitudes (Siegel & Turney, 1980). One indication that perceptions of EO climate have improved would be a reduction of "neither" responses and an increase in positive responses.

This initial administration of the NEOSH also has broader implications for Navy's EO efforts under the CMEO program. Navy regulations require that every command conduct an EO climate survey of its personnel annually. Interpreting the results of these surveys has been hampered by the lack of a benchmark against which the command's responses can be compared. Navy has recently taken steps to align the questions in the command EO surveys with the NEOSH. At the March 1991 meeting of the NAAP working group, it was decided that the standard items on the command EO

⁶Only one out of 5,558 respondents answered "neither" to all items, and 7 respondents answered "neither" to 45 or more of the 55 items.

surveys would be compared to Navy-wide means established on the NEOSH. Navy researchers have developed a prototype automated system which will assist Command Assessment Teams (CAT) in administering their local EO surveys and which will provide comparative Navy-wide data, based on the results of the NEOSH (all items on the CAT survey are also on the 1991 NEOSH). Ultimately these two surveys may become part of a feedback loop where the biennial NEOSH administrations will provide Navy-wide norms for CAT survey EO items and the local CAT administrations can provide testing grounds for new NEOSH items. This feedback loop will allow Navy's EO programs to operate in the spirit of Total Quality Leadership with its emphasis on measurement, the gathering of quantifiable data, and process improvement.

In conclusion, the present results indicate that while the overall Navy EO climate is positive, steps remain to be taken to achieve Navy's stated goal of providing equal opportunity to all personnel. Future administrations of the NEOSH will provide policymakers with feedback regarding the degree to which this goal is being attained.

RECOMMENDATIONS

1. Compare results of 1991 administration of the NEOSH with the 1989 administration to determine whether changes have occurred in the perceptions of EO climate among minorities and women. Use 1989 and future NEOSH results to evaluate effectiveness of interventions and affirmative actions monitored by the NAAP to promote EO in the Navy.
2. Using the 1989 and 1991 NEOSH results, attempt to identify factors associated with the comparatively less positive perceptions expressed by black female personnel.
3. Publicize the results of the 1989 NEOSH and subsequent administrations among active duty Navy personnel as required by the NAAP.
4. Use the 1989 and future NEOSH results to establish Navy-wide norms for EO items used in the CAT EO surveys that are a part of the CMEO program.
5. Integrate the survey findings into Command Training Team instructor training conducted at Chief of Naval Education and Training CMEO training sites. Also integrate the survey findings into training given by independent Equal Opportunity Program Specialists authorized to deliver CMEO training.
6. Establish an EO database from the 1989 NEOSH, which would be combined with future results to track changes in EO perceptions over time.

REFERENCES

- Arceneaux, E. E., Emerson, E. L., Konigsberg, J. L., Meinken, J. L., & Troup, J. A. (1974, March). *Navy race relations education impact analysis* (Rept.No. TM(L)-5285/000/00, Vol. 1). Santa Monica, CA: Systems Development Corporation.
- Bureau of Naval Personnel (1990, November). *Black women in the Navy study group report*. Washington, DC: Author.
- Bowers, D. G. (1975). *Navy manpower: Values, practices, and human resource requirements*. Ann Arbor, MI: University of Michigan, Institute for Social Research.
- Chief of Naval Operations. (1981). *Navy affirmative action plan* (OPNAVINST 5354.3). Washington: Department of the Navy.
- CNO Study Group (1988). *CNO study group's report on equal opportunity in the Navy*. Washington: Department of the Navy.
- Culbertson, A.L., Rosenfeld, P., Kewley, S. B., & Magnusson, P. (1992, March). *Assessment of sexual harassment in the Navy* (NPRDC-TR-92-11). San Diego: Navy Personnel Research and Development Center.
- Dansby, M. R., & Landis, D. (1991). Measuring equal opportunity climate in the military environment. *International Journal of Intercultural Relations*, 15, 389-405.
- Henry, G. T. (1990). *Practical sampling*. Newbury Park, CA: Sage.
- Konigsberg, J. M., Bedoian, J., & Arceneaux, E. E. (1976, February). *Assessment of the Navy's phase II equal opportunity/race relations training program time 1-baseline* (Rept. No. TM-5637/000/00). Santa Monica, CA: Systems Development Corporation.
- Landis, D. (1990, January). *Military equal opportunity climate survey: Reliability, construct validity, and preliminary field test* (Contract F08606-89-C-007, Final report submitted to Defense Equal Opportunity Management Institute, Patrick Air Force Base, FL). University, MS: Center for Applied Research and Evaluation.
- Landis, D., Fisher, G., & Dansby, M. R. (1988, April). Construction and preliminary validation of an equal opportunity climate assessment instrument. *Proceedings, Eleventh Psychology in the Department of Defense Symposium* (pp. 487-491). Colorado Springs, CO: U.S. Air Force Academy, Department of Behavioral Sciences and Leadership.
- Longo, J. (1988, July 25). Blacks break barriers to grow in rank. *Navy Times*, pp. 12-13, 16.

- Longo, J. (1988, December 26). Study finds some roadblocks for minorities. *Navy Times*, pp. 8, 10.
- Parker, W. S. (1974). *Differences in organizational practices and preferences in the Navy by race*. Ann Arbor, MI: University of Michigan, Institute for Social Research.
- Pecorella, P. A. (1975). *Predictors of race discrimination in the Navy*. Ann Arbor, MI: University of Michigan, Institute for Social Research.
- Rosenfeld, P., & Culbertson, A. L. (1992). Hispanics in the military. In S. B. Knouse, P. Rosenfeld, & A. L. Culbertson (Eds.), *Hispanics in the workplace* (pp. 211-230). Newbury Park, CA: Sage.
- Rosenfeld, P., Thomas, M. D., Edwards, J. E., Thomas, P. J., & Thomas, E. D. (1991). Navy research into race, ethnicity, and gender issues: A historical review. *International Journal of Intercultural Relations*, 15, 407-426.
- Siegel, A. L., & Turney, J. R. (1980). *Manager's guide to using the survey of organizational climate*. Washington, DC: U.S. Office of Personnel Management.
- Taylor, J. C., & Bowers, D. G. (1972). *Survey of organizations: A machine-scored standardized questionnaire instrument*. Ann Arbor, MI: Center for Research on Utilization of Scientific Knowledge. Institute for Social Research.
- Thomas, E. D. (1990). *Organizational development in the Navy: A historical perspective* (Unpublished letter report). San Diego: Navy Personnel Research and Development Center.
- Thomas, P. J. (1983, September). *An equal opportunity analysis of the human resource management survey* (Unpublished letter report). San Diego: Navy Personnel Research and Development Center.
- Thomas, P. J., & Conway, S. (1983, January). *Racial/ethnic and gender differences in responses to the human resource management survey of personnel assigned to the Atlantic and Pacific fleets* (NPRDC-SR-83-10). San Diego: Navy Personnel Research and Development Center.

APPENDIX A

NAVY EQUAL OPPORTUNITY SURVEY



DEPARTMENT OF THE NAVY
OFFICE OF THE CHIEF OF NAVAL OPERATIONS
WASHINGTON DC 20350-2000

IN REPLY REFER TO

Dear Navy Member:

The Chief of Naval Operations and the entire Navy chain of command is vitally concerned with the welfare and career opportunities of each and every man and woman in the Navy. Everyone in the Navy deserves to be treated fairly. This means that Navy men and women should have an equal opportunity to serve, learn, and progress no matter to what race and ethnic group they belong.

Surveys such as this one help us monitor how well we are doing in reaching this important goal. Please take the time to fill out the attached Equal Opportunity Survey form and mail it back. Try to get it done within a few days so that it is not lost or forgotten.

Thank you for your time and for your thoughtful answers.

A handwritten signature in black ink, appearing to read "Jm Boorda".

J. M. BOORDA
Vice Admiral, U.S. Navy
Deputy Chief of Naval Operations
(Manpower, Personnel and Training)

NAVY EQUAL OPPORTUNITY SURVEY

THIS SURVEY IS MEANT TO FIND OUT HOW WELL WE ARE DOING IN EQUAL OPPORTUNITY IN THE NAVY.

WOULD YOU PLEASE HELP BY FILLING OUT THIS SURVEY FORM RIGHT AWAY? YOUR ANSWERS ARE VERY IMPORTANT.

YOU WERE RANDOMLY SELECTED BY A COMPUTER PROGRAM TO TAKE PART IN THIS SURVEY. THIS IS AN ANONYMOUS SURVEY AND YOUR PARTICIPATION IS VOLUNTARY. NO ONE WILL BE ABLE TO MATCH ANSWERS TO ANY INDIVIDUAL BECAUSE THERE ARE NO QUESTIONS ON THE FORM THAT CAN IDENTIFY YOU. YOUR ANSWERS WILL BE SEEN ONLY BY THE RESEARCHERS WHO WILL TABULATE THE RESULTS. PLEASE TAKE THE TIME NOW TO GIVE CAREFUL, FRANK ANSWERS.

INSTRUCTIONS

Read the whole question carefully before marking your answer.

When you have finished the survey, mail the form back in the return envelope.

(Return address: Navy Personnel Research and Development Center, Code 121PR, San Diego, CA 92152-6800.)

THANK YOU VERY MUCH FOR YOUR HELP!

This survey has been approved in accordance with OPNAVINST 5300.8A and it has been assigned Report Control Symbol OPNAV 5300-7 expiring 01 FEB 1990.

BACKGROUND INFORMATION

Circle the letter to show your answer to each question.

1. What is your pay grade?

- | | | |
|--------|--------|--------|
| a. E-1 | j. W-2 | m. O-1 |
| b. E-2 | k. W-3 | n. O-2 |
| c. E-3 | l. W-4 | o. O-3 |
| d. E-4 | | p. O-4 |
| e. E-5 | | q. O-5 |
| f. E-6 | | r. O-6 |
| g. E-7 | | |
| h. E-8 | | |
| i. E-9 | | |

2. What is your sex?

- a. Female b. Male

3. Are you:

- | | |
|-----------------------------------------------------------|--------------------|
| a. White | h. American Indian |
| b. Black/African American | i. Asian Indian |
| c. Japanese | j. Hawaiian |
| d. Chinese | k. Guamanian |
| e. Filipino | l. Samoan |
| f. Korean | m. Eskimo |
| g. Vietnamese | n. Aleut |
| o. Other ethnic group not included above (write in) _____ | |

4. Are you of Spanish/Hispanic origin or descent?

- a. No, not Spanish/Hispanic
b. Yes, Mexican, Chicano, Mexican-American
c. Yes, Puerto Rican
d. Yes, Cuban
e. Yes, other Spanish/Hispanic

5. What type of command are you assigned to? (pick the one that fits best)

- | | |
|----------------------|-------------------------------------------------|
| a. Ship | d. Training command |
| b. Submarine | e. Shore facility (other than training command) |
| c. Aviation squadron | |

CONTINUE ON OTHER SIDE.

6. Where is your command located or homeported?

- a. In one of the 48 CONUS states or the District of Columbia
- b. In Alaska or Hawaii
- c. Overseas

7. How many people (military and civilian) are at your command?

- a. Less than 100
- b. 100-499
- c. 500-999
- d. 1000 or more

8. The people at your command are: (circle one letter)

- a. All men
- b. Mostly men (less than 10% women)
- c. Mixed
- d. Mostly women (less than 10% men)

9. The people at your command are: (circle one letter)

- a. All military
- b. Mostly military (less than 10% civilians)
- c. Mixed
- d. Mostly civilians (less than 10% military)

10. Are you and your immediate supervisor members of the same racial/ethnic group?

- a. Yes
- b. No

11. Are you and your immediate supervisor the same sex?

- a. Yes
- b. No

12. How many years of active duty have you completed in the Navy?

- a. 0-4 years
- b. 5-9 years
- c. 10-14 years
- d. 15-19 years
- e. 20 years or more

13. Do you intend to stay in the Navy for at least 20 years?

- | | |
|------------------|---------------------------------------------|
| a. Definitely no | d. Probably yes |
| b. Probably no | e. Definitely yes |
| c. Uncertain | f. Already have 20 years or more of service |

INSTRUCTIONS

The next questions will ask how much you agree or disagree with a statement.
Pick the answer that fits best for you, and circle its number.

For example:

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
1. Morale is high at my command.	1	2	3	4	5

If you *agree* with this statement (but do not *strongly agree*), you would circle the number "4" to show your answer.

The largest racial/ethnic group in the Navy is White/Caucasian with a European ethnic background. "Minority" is used in this survey to mean someone who is not of that group.

ASSIGNMENTS

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
1. Minority recruits are less likely to get technical ratings even though they are qualified for them.	1	2	3	4	5
2. Work assignments are made fairly at this command.	1	2	3	4	5
3. My rating (or officer designator) has good advancement opportunities.	1	2	3	4	5
4. I am satisfied with my rating (or officer designator).	1	2	3	4	5
5. I am currently working in my rating (or officer designator).	1	2	3	4	5

TRAINING

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
1. Women are as likely as men to get the training they need to advance in the Navy.	1	2	3	4	5
2. Information about educational opportunities is provided to me.	1	2	3	4	5
3. I have received the training I need to do my job well.	1	2	3	4	5
4. I have received the training I need to advance in the Navy.	1	2	3	4	5

LEADERSHIP

1. My Commanding Officer (CO) actively supports equal opportunity.	1	2	3	4	5
2. The Command Master Chief (CMC) actively supports equal opportunity.	1	2	3	4	5
3. My CO is aware of discrimination and sexual harassment that may happen at this command.	1	2	3	4	5
4. My immediate supervisor treats everyone fairly.	1	2	3	4	5

COMMUNICATIONS

1. I usually get the word when there is a change in the rules or regulations that affect me.	1	2	3	4	5
2. It bothers me when people don't speak English while on the job.	1	2	3	4	5
3. Members of my work group pay attention to what I have to say.	1	2	3	4	5
4. My supervisor gives me feedback on how well I am doing my job.	1	2	3	4	5
5. My supervisor is willing to listen to what I have to say.	1	2	3	4	5
6. When appropriate, Navy personnel address me by rank/rate and surname.	1	2	3	4	5
7. I feel we can discuss equal opportunity problems at my command.	1	2	3	4	5

INTERPERSONAL RELATIONS

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
1. Anti-Black discrimination is common in my command.	1	2	3	4	5
2. Anti-Filipino discrimination is common in my command.	1	2	3	4	5
3. Anti-Hispanic discrimination is common in my command.	1	2	3	4	5
4. During the past year, there has been fighting in this command caused by racial/ethnic differences.	1	2	3	4	5
5. At this command, I often hear comments or jokes putting down people of my sex.	1	2	3	4	5
6. At this command, I often hear comments or jokes putting down minorities.	1	2	3	4	5
7. At this command, I often hear comments or jokes putting down some religious groups.	1	2	3	4	5
8. I see offensive graffiti at my command.	1	2	3	4	5

GRIEVANCES

1. The chain of command is an effective way to resolve equal opportunity problems.	1	2	3	4	5
2. I feel free to report unfair treatment without fear of bad things happening to me.	1	2	3	4	5
3. I would talk with my immediate supervisor if I felt discriminated against while at work.	1	2	3	4	5
4. Filing a grievance would not hurt my Navy career.	1	2	3	4	5

DISCIPLINE

1. Race/ethnic group makes no difference when punishment is given.	1	2	3	4	5
2. Minorities are more likely than others to get unfavorable discharges that they don't deserve.	1	2	3	4	5
3. Navy women get lighter punishment than men who commit the same offenses.	1	2	3	4	5
4. Minorities get lighter punishment than others who commit the same offenses.	1	2	3	4	5
5. Minorities seem to get sent to Captain's Mast more often than others who are charged with the same offense.	1	2	3	4	5

PERFORMANCE EVALUATION

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
1. The performance evaluation system used for me (i.e., fitreps, evals) is fair.	1	2	3	4	5
2. Men seem to get better evaluations than women do for the same level of performance.	1	2	3	4	5
3. At this command, people get a fair chance to prove themselves.	1	2	3	4	5
4. I usually get the recognition I deserve.	1	2	3	4	5

PROMOTIONS/ADVANCEMENT

1. Minorities have to work harder to get promoted/advanced than other people do.	1	2	3	4	5
2. Women have to work harder to get promoted/advanced than men do.	1	2	3	4	5
3. Some people get promoted/advanced quicker just because they are women.	1	2	3	4	5
4. Some people get promoted/advanced quicker just because they are minorities.	1	2	3	4	5

SERVICES

1. The Navy provides the kind of entertainment facilities that I like here.	1	2	3	4	5
2. I can buy the grooming products I need from Navy sources.	1	2	3	4	5
3. I can buy the types of magazines and music I like at Navy exchanges.	1	2	3	4	5
4. Navy barbers or beauticians are trained to cut my kind of hair.	1	2	3	4	5
5. I can get the kind of food I like here.	1	2	3	4	5

GENERAL ISSUES

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
1. Equal opportunity has improved during my time in the Navy.	1	2	3	4	5
2. I would recommend the Navy to others.	1	2	3	4	5
3. I plan to leave the Navy because I am dissatisfied.	1	2	3	4	5
4. The Navy gives too much special treatment to minorities.	1	2	3	4	5
5. The Navy gives too much special treatment to women.	1	2	3	4	5

For the following items, please answer by circling the number under "No," "Yes," or "Don't know."

EQUAL OPPORTUNITY PROGRAMS

	No	Yes	Don't know
1. We spend too little time in the Navy on equal opportunity programs.	1	2	3
2. My command has a Command Managed Equal Opportunity (CMEO) program.	1	2	3
3. Equal opportunity training is taken seriously here.	1	2	3
4. I have attended Navy Rights & Responsibilities (NR&R) training at my present command.	1	2	3
5. I have received training about sexual harassment.	1	2	3
6. I have seen the Navy's grievance procedure poster displayed at my command.	1	2	3
7. I have seen the Navy's Fraud, Waste, and Abuse Hotline number posted at my command.	1	2	3
8. I know how to use the chain of command to resolve a problem.	1	2	3
9. I filed an equal opportunity grievance in the past year.	1	2	3
10. I wanted to file an equal opportunity grievance during the past year but didn't because I thought something bad might happen to me.	1	2	3

SEXUAL HARASSMENT

Sexual harassment is a form of sex discrimination that involves unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature when:

- 1) submission to or rejection of such conduct is made either explicitly or implicitly a term or condition of a person's job, pay or career, or
- 2) submission to or rejection of such conduct by a person is used as a basis for career or employment decisions affecting that person, or
- 3) such conduct interferes with an individual's performance or creates an intimidating, hostile or offensive environment.

Any person in a supervisory or command position who uses or condones implicit or explicit sexual behavior to control, influence, or affect the career, pay, or job of a military member or civilian employee is engaging in sexual harassment. Similarly, any military member or civilian employee who makes deliberate or repeated unwelcomed verbal comments, gestures, or physical contact of a sexual nature is also engaging in sexual harassment.

Both men and women can be victims of sexual harassment; both women and men can be sexual harassers; people can sexually harass persons of their own sex.

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
1. Sexual harassment is a problem in the Navy.	1	2	3	4	5
2. Things are being done in the Navy to try to stop sexual harassment.	1	2	3	4	5
3. Sexual harassment does <u>not</u> occur at my command.	1	2	3	4	5
4. Offensive pictures or other offensive materials of a sexual nature are displayed around my command.	1	2	3	4	5
5. Many Navy women make sexual harassment claims that aren't true.	1	2	3	4	5
6. Do you know anyone who has been sexually harassed here during the past year while on duty or on base or ship? (check all that apply)					
<div style="display: flex; align-items: flex-start;"> <div style="width: 20px; margin-right: 10px;"> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> </div> <div> No, I don't know anyone who has been sexually harassed I know one woman who has been sexually harassed I know more than one woman who has been sexually harassed I know one man who has been sexually harassed I know more than one man who has been sexually harassed </div> </div>					

7. During the past year, have you been sexually harassed while on duty?

___ No ___ Yes

8. During the past year, have you been sexually harassed on base or ship while off duty?

___ No ___ Yes

If **YOU HAVE BEEN sexually harassed** during the past year while on duty or on base or ship (answered "Yes" to either 7 or 8 above), **PLEASE CONTINUE** with the questions that follow.

If **YOU HAVE NOT BEEN sexually harassed** during the past year while on duty or on base or ship (answered "No" to both 7 and 8 above), **YOU HAVE FINISHED** the survey. Thank you very much for your help. Please put the survey form in the enclosed envelope and mail it back to us.

9. During the past year, how often have you been the target of the following sexual harassment behaviors while on duty or on base or ship?

	Never	Once	Once a month or less	2-4 times a month	Once a week or more
A. Unwanted sexual whistles, calls, hoots, or yells.	1	2	3	4	5
B. Unwanted sexual teasing, jokes, remarks, or questions.	1	2	3	4	5
C. Unwanted sexual looks, staring, or gestures.	1	2	3	4	5
D. Unwanted letters, phone calls, or materials of a sexual nature.	1	2	3	4	5
E. Unwanted pressure for dates.	1	2	3	4	5
F. Unwanted deliberate touching, leaning over, cornering, or pinching.	1	2	3	4	5
G. Unwanted pressure for sexual favors.	1	2	3	4	5
H. Actual or attempted rape or assault.	1	2	3	4	5

Pick the one experience from Question 9 that had the greatest effect on you.

PRINT ITS LETTER (A...H) HERE _____

Answer the rest of the questions about THAT ONE EXPERIENCE.

10. At the time of that sexual harassment experience, what was your marital status?

- a. Single, never married
- b. Married
- c. Divorced/separated/widowed

11. At the time of that sexual harassment experience, how many people harassed you?

- a. 1 person
- b. 2-3 people
- c. 4 or more people

12. Was the person(s) who sexually harassed you then: (check all that apply)

- ☐ Your immediate supervisor
- ☐ Other higher level supervisor(s)
- ☐ Your co-worker(s)
- ☐ Your subordinate(s)
- ☐ Other

13. Was the person(s) who sexually harassed you then: (check all that apply)

- ☐ Military officer
- ☐ Military enlisted
- ☐ Civilian government employee
- ☐ Contractor
- ☐ Other

14. Was the person(s) who sexually harassed you then:

☐ Male ☐ Female

15. Has the person(s) who sexually harassed you then also harassed others?

☐ No ☐ Yes ☐ Don't know

16. To what extent did that sexual harassment experience have a bad effect on:

	No Bad Effect	Slight Bad Effect	Moderate Bad Effect	Large Bad Effect	Extreme Bad Effect
a. your feelings about the Navy?	1	2	3	4	5
b. your feelings about your command?	1	2	3	4	5
c. your feelings about work?	1	2	3	4	5
d. your ability to work with others on the job?	1	2	3	4	5
e. your time and attendance at work?	1	2	3	4	5
f. your fitness for service?	1	2	3	4	5
g. your feelings about yourself?	1	2	3	4	5

17. Check ALL the changes that happened to you due to that experience of sexual harassment.

- ☐ No changes happened to me
- ☐ I no longer felt a part of my work group
- ☐ My co-workers would no longer help me
- ☐ My work assignments got worse
- ☐ I was humiliated in front of others
- ☐ I was not given important information that others got
- ☐ People talked about me behind my back
- ☐ People said mean things to me
- ☐ I was transferred to another command
- ☐ I was transferred to another work group at the same command
- ☐ My performance evaluation dropped
- ☐ I was not recommended for a promotion
- ☐ Something not listed above happened to me

18. Check ALL the actions you took after being sexually harassed then.

- ☐ I avoided the person(s)
- ☐ I avoided the place where it happened
- ☐ I told the person(s) to stop
- ☐ I threatened to tell or told others
- ☐ I got someone else to speak to the person(s) about the behavior
- ☐ I got emotional counseling
- ☐ I moved off base
- ☐ I reported it to my immediate supervisor
- ☐ I asked for help from my CO
- ☐ I transferred, disciplined, or gave a poor performance evaluation to the person(s)
- ☐ I did something not listed above
- ☐ I did not take any action

19. Was a grievance filed about that experience of sexual harassment? ☐ No ☐ Yes

20. If a grievance was filed, how did your chain of command handle it?
(check all that apply)

- ☐ Not applicable; no grievance was filed
- ☐ Took action against the person(s) who bothered me
- ☐ Took action against me
- ☐ Corrected the damage done to me
- ☐ Did nothing
- ☐ The grievance is still being processed
- ☐ I don't know what happened
- ☐ Did something not listed above

21. If no grievance was filed, check ALL the reasons why it was not.

- ☐ Not applicable; A grievance was filed
- ☐ I did not know what to do
- ☐ I was too afraid
- ☐ I was too embarrassed
- ☐ I did not think anything would be done
- ☐ I thought it would take too much time and effort
- ☐ I thought I would not be believed
- ☐ I thought it would make my work situation unpleasant
- ☐ I thought my performance evaluation or chances for promotion would suffer
- ☐ I did not want to hurt the person who bothered me
- ☐ The person was not at my duty station
- ☐ My other actions solved the problem
- ☐ Some other reason not listed above

Please answer the following question whether a grievance was filed or not.

22. Think about the way that sexual harassment experience was dealt with.
How did the way it was dealt with affect:

	Became much worse	Became worse	Didn't change	Became better	Became much better
a. your feelings about the Navy?	1	2	3	4	5
b. your feelings about your command?	1	2	3	4	5
c. your feelings about work?	1	2	3	4	5
d. your ability to work with others on the job?	1	2	3	4	5
e. your time and attendance at work?	1	2	3	4	5
f. your fitness for service?	1	2	3	4	5
g. your feelings about yourself?	1	2	3	4	5

You have finished the survey. Thank you very much for your help. Please put the survey form in the enclosed envelope and mail it back to us.

APPENDIX B

DESCRIPTION OF NEOSH MODULES

DESCRIPTION OF NEOSH MODULES

Assignments. Assesses satisfaction with the way work assignments are made, the way ratings are assigned, and with the respondent's own rating or officer designator.

Training. Measures the degree to which the respondent believes that he/she has received the training needed to do the job well and advance in the Navy.

Leadership. Measures respondent's perception that the authorities at command (e.g. the CO) support equal opportunity and are aware of discrimination and sexual harassment.

Communications. Measures respondent's satisfaction with communications with supervisor and work group, whether respondent is addressed properly by other Navy personnel, and whether he/she feels equal opportunity problems can be discussed at the command.

Interpersonal Relations. Assesses the extent to which the respondent believes that race and sex discrimination and fighting caused by racial/ethnic differences occurs at the command.

Grievances. Measures whether the respondent believes that the grievance process is effective and whether he/she would feel free to report unfair treatment without fear of negative repercussions.

Discipline. Measures the extent to which the respondent believes that minorities are treated fairly with regard to discipline.

Performance Evaluation. Assesses the extent to which the respondent believes that the performance evaluation system is fair, that people at the command get a fair chance to prove themselves, and that the respondent receives the recognition he/she deserves.

Navy Satisfaction. Measures the respondent's overall satisfaction with the Navy: whether he/she would recommend the Navy to others and whether the respondent plans to leave the Navy because of dissatisfaction.

DISTRIBUTION LIST

Distribution:

ACNP for Personal Readiness and Community Support (PERS-6)
Director, Equal Opportunity Division (PERS-61) (5)
Special Assistant for Women's Policy (PERS-00W) (5)
Director, Equal Opportunity Support Group (OOM), Chief of Naval Education and Training, (5)
Defense Technical Information Center (2)

Copy to:

Deputy Assistant Secretary of Defense (EO) (OASD)
Commander in Chief, U.S. Naval Forces, Europe, ADM Boorda
Deputy Chief of Naval Operations (MP&T)(OP-01)
Director, Defense Equal Opportunity Management Institute (DEOMI) (2)
Bureau of Naval Personnel Library (PERS-013D)
Director of Research, U.S. Naval Academy
Superintendent, Naval Postgraduate School
Center for Naval Analyses, Acquisitions Unit
Department of the Air Force, DET 5, Armstrong Laboratory Directorate, Brooks Air Force Base, TX
TSRL/Technical Library (FL2870)